DOCUMENT RESUME

ED 167 710 CE 018 446

TITLE	Overview and Student Activities for the Appalachia Educational Laboratory Model.
INSTITUTION	Appalachia Educational Lab., Charleston, W. Va.
SPONS AGENCY	Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
PUB DATE	78
CONTRACT	RD1-A8-608
NOTE	99p.; For related documents see CE 018 447, CE 018 449, and CE 019 229-241
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Career Education; *Career Exploration; *Career Planning; Check Lists; Community Involvement; Decision Making; Demonstration Programs; *Experiential Learning; Guidance Services; *Learning Activities; Models; *Occupational Guidance; Occupational Information; Program Design; Records (Forms); Secondary Education; Staff Role
IDENTIFIERS	*Career Decision Making Program; Experience Based Career Education

ABSTRACT

This document contains an overview of the Appalachia Educational Laboratory (AEL) model for Experience-Based Career Education (EBCE). (Descriptions of two other EBCE models are included in ERIC documents CE 018 447 and CE 018 449.) Divided into thirteen sections, this document highlights some of the important features of the model and includes excerpts of student-oriented activities. Section 1 describes the AEL model by explaining the following elements: systems approach; guidance and accountability; community involvement; staff roles; group experiences; and adaptations of the model. Section 2 presents the AEL/EBCE curriculum structure. Sections 3-9 contain excerpts from the Student Program Guide which describe the following activities: determining career interests; relating school subjects and occupations through Worker Trait Groups; completing the work activity checklist and the work situation checklist; assessing aptitudes; using the experience site selection form; and selecting available experience site placement opportunities. Section 10 illustrates how to develop student activity sheets, and section 11 explains how to select learning objectives. The Student Career Guide used in the AEL/EBCE model is described in section 12. Finally, section 13 provides excerpts from student activities which relate values to work. (BM)

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OVERVIEW AND STUDENT ACTIVITIES FOR THE APPALACHIA EDUCATIONAL LABORATORY MODEL

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
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DEPARTMENT OF ADULT VOCATIONAL AND TECHNICAL EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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1978

CE 018 446

EXPERIENCE-BASED CAREER EDUCATION

APPALACHIA EDUCATIONAL LABORATORY MODEL

The enclosed materials are excerpts of student-oriented activities from the Appalachia Educational Laboratory model. These activities may be helpful to teachers who are interested in exploring ways to have students become involved in experience-based career education.

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These curriculum materials have been developed and printed pursuant to a contractual agreement (RD1-A8-608) with the Illinois Office of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777.

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EXPERIENCE-BASED CAREER EDUCATION

Although Experience-Based Career Education (EBCE) is a fairly new program, the concept behind EBCE is older than the formal school setting. At one time, the community was the school. EBCE seeks to re-establish that vital interaction between youth and working adults and the correlation between the classroom and the community.

EBCE goals are accomplished through a "blending of academic, vocational and general education into a total learning program. Learning activities in the community are integrated with classroom activities."

Through an individualized program, EBCE students gain hands-on experience with actual job tasks in a variety of community occupations. Students gain knowledge in a broad range of subjects as they confront real work situations in the community.

Although EBCE emphasizes general rather than specific job skills, students learn to appreciate the relationship between those job skills and academic subjects. They not only learn subject matter but the application of that subject to the world of work.

Through carefully planned, supervised, and evaluated "community classroom" experiences students explore new dimensions of themselves. They learn about potential careers and how to make informed career decisions.

In EBCE, the role of adults, both community participants and EBCE staff, is to:

- Help students become adults;
- Help students learn HOW to learn;
- Help students think for themselves;
- Help students make decisions and solve problems;
- Help students work with others;
- Help students keep their commitments; and
- Help students seek guidance and assistance when they need it.

A variety of adults in the community with diverse backgrounds and expertise act as colleagues in the educational process, serving as models and sharing their skills and knowledge with students.

Four Models. In 1971 Sidney P. Marland, former U.S. Commissioner of Education called for the development of alternative but comprehensive career education models that could be further developed and implemented by education agencies. Through the United States Office of Education (USOE), the following four career education models were developed:

- School Based Model
- Employer Based Model
- Home-Community Based Model
- Residential Based Model

The Employer Based Model became what we now call Experience-Based Career Education.

In 1972 the National Institute of Education (NIE) selected the following four educational laboratories to develop and test pilot versions of Experience-Based Career Education in different areas of the country:

- Appalachia Educational Laboratory (AEL)
  Charleston, West Virginia Demonstration Site: Charleston, W.V.
- Far West Laboratory (FWL)
  San Francisco, California Demonstration Site: Oakland, CA.
- Northwest Regional Educational Laboratory (NWREL)
  Portland, Oregon Demonstration Site: Tigard, Oregon
- Research for Better Schools (RBS)
  Philadelphia, Pennsylvania Demonstration Site: Philadelphia, PA

Although the four Laboratories applied different strategies in developing their own versions of EBCE, they had to work from a set of common guidelines. The programs were:

- To be individualized,
- To extensively involve people and facilities in the community in the development and operation of the programs, and
- To provide a balanced program of academic and occupational learning for a cross section of high school students.

In June, 1973, EBCE had its first graduates. Since their inception, the four educational Laboratories have developed a number of common characteristics:

- An organizational structure involving people and facilities in the community as a principal resource for student learning and program development;
- A method for identifying and analyzing learning activities available for students in the community;
- Assessment procedures to identify and update student interests and abilities as a guide for program planning and individualization;
- Combinations of the roles of teacher and counselor, including some sharing of these roles with community participants;
- Program activities to provide students with opportunities to explore different career areas toward student clarification of career choices and needed preparation; and
- Guidance and instructional activities to help students acquire competencies in dealing with problems and decisions of adult life.

EBCE differs from most alternative secondary school programs because it emphasizes balanced academic, personal, and vocational development with career related activities for all students. The career emphasis also differs from existing vocational programs in the following ways:

- Emphasizes career exploration, with site and job rotation, in place of single work experience;
- Emphasizes the development of general rather than specific career skills;
- Targeted to all students;
- Combines academic and personal learning objectives with community experiences;
- Allows students a major role in developing their own learning objectives

EBCE in Illinois. The Illinois Office of Education, Department of Adult, Vocational, and Technical Education, was the recipient of two federally funded EBCE projects, one through United States Office of Education (USOE) and the other through the National Institute of Education (NIE). The USOE project involved these three (3) local districts of varying sizes and student enrollments; Sycamore, Joliet, and Decatur, in implementing, evaluating, demonstrating and disseminating EBCE. Through the NIE contract, Illinois was involved in developing a plan for implementing EBCE statewide.

The following materials present an overview and student activities of one of the EBCE models. As a person who may be interested in EBCE, the enclosed materials will be helpful to you in becoming familiar with some of the essential components of the model. The intent of these materials is not to give you a complete understanding of the EBCE model but to highlight some of the important features of the model and to have you engage in some of the activities which students would have to complete as part of their EBCE program.

SECTION ONE

EXPERIENCE-BASED CAREER EDUCATION: APPALACHIA

EDUCATIONAL LABORATORY MODEL

Basic Approach

The Appalachia Educational Laboratory (AEL) model may be termed a "systems approach" to Experience-Based Career Education (EBCE). The AEL/EBCE program has 28 academic courses which are linked to the U.S. Department of Labor's 114 Worker Trait Groups. These 28 courses contain elements of Career Education, English/Communications, Mathematics, Natural Science and Social Science. These five areas form the basis of a concept-centered curriculum which integrates academic course work with career exploration experiences in the community.

The 28 academic courses can be subdivided into a hierarchy of 18 major concepts, 85 subconcepts and over 500 general objectives. These academic concepts, subconcepts and general objectives are organized into the 28 academic courses from which students develop specific objectives to build their EBCE programs. Some of the academic courses are traditional (e.g., algebra, chemistry, standard English) and others are nontraditional (e.g., American institutions, family relationships, modern technology).

During orientation, students identify and verify credit requirements they wish to earn from the list of 28 courses. The 28 EBCE courses are linked to the U.S. Department of Labor's 114 Worker Trait Groups. A Worker Trait Group is a group of jobs which are very similar in terms of the kinds of work and worker qualifications they require. Different jobs are found within each of the 114 Worker Trait Groups identified in the AEL model.

Students then select a limited number of subconcepts and general objectives needed to satisfy the selected course which forms the organizing structure of the individualized academic program. While selecting academic courses, students also begin focusing on the world of work as they undertake the process of career planning and decision making.

Students may take four self-assessment exercises during orientation and at various times thereafter. The following self-assessment exercises can help students learn, and document, something about themselves which will be helpful to them in choosing careers and experience sites:

1. Chart for Relating School Subjects and Occupations Through Worker Trait Groups: This chart can be used to identify groups of occupations related to school subjects in which a student has interests and skills.

2. Work Activity Checklist: Helps determine student preferences for certain types of work activities or experiences.

3. Work Situation Checklist: Helps students determine what kinds of occupational situations they prefer or may wish to avoid.

4. Aptitudes Self-Assessment Exercise: Helps student estimate their ability to learn and perform various job tasks.

AEL's program emphasizes the interrelationships among three aspects of career planning and decision making: self-knowledge (aptitudes, interests, temperaments, skills), knowledge of specific careers/jobs and generalized world of work information. After completing several career-related self-assessment exercises during orientation, students enter the resulting information on a special matrix contained in the Student Program Guide. The matrix cross references these career-related, self-assessments to the 114 Worker Trait Groups and leads to selection of several types of careers for initial investigation.

Instead of attending classes full-time, AEL/EBCE students spend 70-80 percent of their time at community sites of their choice, completing their personalized academic and career programs. The learning potential of each community site is analyzed and recorded in Experience Site Learning Guides.

The AEL experience site analysis procedure provides a way to classify the resource person's job title into the appropriate Worker Trait Group and describe the learning opportunities and possibilities in detail. Cross-referencing and documentation materials assure that students can easily find all relevant data. Students first relate their career interests, aptitudes and temperaments to specific Worker Trait Groups. They then identify the available sites and job titles within those groups and obtain detailed information about any or all related jobs and careers.

With this information, the EBCE Learning Coordinator (staff person who fills the role of teacher/tutor/counselor) and each student create a series of Activity Sheets which identify the academic courses, career areas and specific activities the student will pursue while at the sites. Each Activity Sheet generally covers a one to three-week period. The resource person receives a copy of the Activity Sheet and knows what can be done to help the student learn. The learning coordinator visits the site at least once during the student's placement. Upon completion of the placement, the resource person submits a formal evaluation of the student's activities, progress and performance.

The Activity Sheet is the major vehicle for documenting and guiding student learning. It is a single page learning guide designed to develop the student's critical thinking and inquiry skills regardless of the project content. Each short-term project, whether academic or career oriented, is planned to help the student gain skills in five clearly specified levels of inquiry--defining the problem, gathering data, orgainizing/analyzing data, generalizing or making inferences and communicating the results. One way in which the Activity Sheet is evaluated is in terms of student progress in using these inquiry or critical thinking skills.

Used frequently to refine student activities in response to learning outcomes, the Activity Sheet provides both comprehensive documentation and opportunities for flexible, clearly specified, manageable, yet fully

individualized student learning plans and activities. AEL/EBCE students master specific subject information and apply the basic skills needed to continue learning and thinking rationally and effectively throughout life.

When placed with resource persons, students collect information about (a) a specific job, (b) the job environment, (c) aspects of the world of work and (d) the degree to which the student's initial assessment of personal career aptitudes and interests actually matches the real world experiences the student is experiencing. The cycle of assessment, placement, information collection and reassessment occurs frequently throughout the year.

Guidance and Accountability

AEL/EBCE instructional procedures and materials integrate key aspects of guidance and counseling into all student learning. The following factors help to create an environment and set of experiences where learning and guidance/counseling are essentially one continuing event:

1. the inquiry process is integrated into each Activity Sheet.
2. interactions occur between self-knowledge and directly experienced career information.
3. program decisions are based on individual student needs and interests.
4. there is careful documentation of student learning.
5. one-to-one learning situations are stressed, whether with a learning coordinator or community resource person.

Small group guidance and counseling sessions supplement the individual growth and direction that flow out of the EBCE learning process. Access to a professional counselor (primarily using the local high school's counseling program) is also important, both for individual students and to provide ongoing inservice training and consultation to program staff.

AEL/EBCE materials, curriculum, instructional and evaluation strategies revolve around the conviction that the process of learning must be as carefully and completely taught as the content of learning. Student accountability is addressed (a) through clear and mutually agreed on statements of objectives and time frames and (b) by viewing student responsibility and behavior as part of the learning process rather than as something that interferes with learning. The Student Program Guide clearly specifies student learning objectives, learning activities, program decisions and goals and evaluation criteria. The Student Program Guide helps AEL/EBCE students (a) identify their career interests and aptitudes using self-assessment exercises and tests; (b) identify their academic needs and interests through transcripts and basic skills inventories; and (c) select specific EBCE courses, job titles, experience sites and academic themes based on these academic and career assessments. Several manuals and guides cross reference

general career and academic choices with experience sites, texts, exercises and community resource persons so that each student can create the precise blend of activities, materials and locations which are most appropriate.

Formal cycles of program review and updating take place at intervals of nine weeks. Review and updating may occur more often for students with a record of difficulty. Both the learning corrdinators and any supplemental counselors are trained to treat poor performance as a learning opportunity for the student. For example, the learning coordinator might assist students having difficulty by altering their program or by creating new learning activities that focus on the difficulty. Becoming increasingly independent and responsible can thus become an important learning goal for the student in and of itself.

Community Involvement

AEL/EBCE offers several ways to provide resource persons with the information and insights they need to work effectively with students. A Guide for Resource Persons summarizes key information about EBCE generally and about the resource person's responsibilities within the program. Initial direct contact with resource persons usually occurs as the site is being analyzed or as a new resource person enrolls within an existing site. Continuing resource person development occurs as the learning coordinators make site visits. Periodically, EBCE provides group seminars for resource persons to exchange information, generate ideas and discuss problems and concerns. The EBCE staff also maintain periodic telephone contact with resource persons and encourage them to call the learning coordinators if they have questions of concerns. Lengthy and formal training sessions for resource persons are not held, primarily because the resource persons themselves judged such sessions to be unnecessary.

AEL/EBCE has created and refined a system for experience site analysis which (a) has been tested with over 500 sites in several states, (b) can be completed within a matter of hours, (c) provides full documentation on learning potential at any site and (d) generates the data needed for students and program staff to make knowledgeable and accurate decisions about site placements and site activities. The product of this analysis is an Experience Site Learning Guide for each site. These guides contain basic logistics on the site, general information and relevant requirements (e.g., dress code, transportation), capsule descriptions and summaries of the academic and career learning activities a student can undertake with that resource person. These data, in fact, provide EBCE students with a learning guide for each site and allow students and learning coordinators to select sites and resource persons as well as to generate detailed specifications of learning activities.

In order to effectively and fully involve the total community in an EBCE program, school personnel should establish and use a community advisory council (CAC). The CAC is a valuable community resource and is composed of representatives from business and labor, school officials, parents and students. The Council is not an autonomous policymaking group but rather facilitates program operations by identifying community resources and personnel and serving in an advisory capacity to program personnel. Materials are available which describe the composition and role of a community advisory capacity to program personnel and explain how program adopters can establish such a council.

The parents of enrolled students are an important community resource because they are involved in the following aspects of their children's program:

1. Both parental and student approval are required for program entry, and parents participate in orientation sessions and one-to-one discussions with program staff.

2. The EBCE Community Advisory Council, which functions in an advisory and program resource capacity, includes parent representatives.

3. Written reports of student activities and progress are provided to parents on a quarterly basis.

4. Special parent-student conferences are held any time a student's performance suggests that personal, indepth conferences would be useful.

5. Parents are invited to participate in career-oriented seminars and special presentations.

Staff Roles

AEL/EBCE is based on a single staff role, rather than use of various staff specialists. Within AEL's program, learning coordinators have full and direct responsibility for developing, maintaining, evaluating, and updating all aspects of a student's learning program, both career and academic. The materials and procedures are structured so that each learning coordinator can provide these services for up to 20 students.

An experience site recruitment and analysis capability is also required; however, experience has shown that this role can be adequately performed by the learning coordinators on an ongoing basis, once the program is underway.

Access to a school counselor to handle special counseling needs and/or group counseling sessions is important.

Administrative supervision can generally be provided by a "lead" learning coordinator in most EBCE programs. This individual can also be responsible for ongoing visits to experience sites and for carrying out the guidance/counseling functions to the degree that they are an integral part of student program planning and decision making (e.g., self-assessment of career aptitudes).

Group Experiences

Small group activities within AEL/EBCE are designed to provide and/or supplement student growth and learning in several ways:

1. Academic groups enrich learning in ways such as sharing common problems and interests and participating in cooperative small group academic projects.

2. In career groups students share information and insights about their site placements and learning experiences; obtain information about training, job seeking, small business, etc.; or practice assessing and applying individual career aptitudes, skills, etc.

3. Guidance/counseling groups provide opportunities for students to develop and promote self-awareness, self-confidence, problem solving and values clarification; bridge the gap between the familiar group approach to education (classrooms) and the new one-to-one relationships (EBCE); and build their skills in human relations and communications.

Such group activities are provided both formally and informally for students on an ongoing basis.

Adaptations of the Model

The AEL model is designed to operate effectively in any of several configurations relative to the local school system. Although the curriculum is a total and complete system that can be installed intact, some school systems adopting the AEL model have made changes based on local needs. The program can be and currently is being operated from (a) special classrooms within the sponsoring school, (b) separate learning centers drawing from one or several schools, (c) special classrooms within one school but drawing from several schools and (d) facilities within a community college.

Existing high school courses can also be incorporated into the AEL program (e.g., although trigonometry is offered as one of the 28 AEL/EBCE courses, students can be given the option of learning this subject in a classroom situation rather than on an individualized basis), and portions of AEL/EBCE program materials can be inserted into existing programs (e.g., one site is using the Student Career Guide and portions of the Student Program Guide in a program for high school dropouts).

These and other variations can be effective, depending on such factors as transportation, density of community sites, administrative requirements, comparative costs and the relative advantages of having students remain part of or develop a separate "identity" from their peers within the high school.

Although the AEL/EBCE program has been deliberately designed to "stand alone," the sites which have field tested the AEL/EBCE program have demonstrated that regular academic classes can easily be incorporated into the students' programs. In fact, when the program is located in the home high school (rather than in a separate facility) EBCE experiences can be integrated with courses and events such as foreign languages, band, football, etc. Also, EBCE students always have the option of enrolling in local community/career colleges, vocational centers or other types of learning centers.

SECTION TWO

AEL/EBCE CURRICULUM STRUCTURE

Activity

1. After reading the enclosed material, you should be able to explain in writing the general AEL/EBCE curriculum structure.

NOTE: Page numbers indicated in the following information refer to pages in the actual manuals and are not a part of this exercise.

The following information is from the Student Program Guide, Appalachia Educational Laboratory, Charleston, West Virginia, June, 1976.

Overall EBCE Curricular Structure

At your first opportunity you should discuss with your LC how EBCE has organized its course and curriculum structure -- you will quickly discover that it is very different from what you might be used to in school. Generally, EBCE's academic program is structured like this:

1. EBCE "courses" are built around themes, not a set list of content. A general theme of "Decision-Making", for example, could include many kinds of content (such as historical dates and people, economic power, political parties, scientific decision-making, consumer buying, etc.).

2. Each of your specific EBCE courses will consist of a small number of such themes, chosen jointly by you and your LC according to your unique interests and needs.

3. These themes are arranged in a logical structure that helps you find what you want to learn quickly and exactly. This structure is to help you and your LC make decisions; it is not supposed to force you to make any specific choice.

4. The EBCE academic structure has four levels. You should have some familiarity with them in order to make your decisions easily. The four levels are:

   a. Five Curricular Areas. All of the themes are grouped into five basic curricular areas. They are: Social Science, Natural Science, English/Communications, Mathematics, and Career Education. These are mainly a way to organize, at the largest level, all of the academic learning opportunities available to you.

   b. Concepts. Each of the five curricular areas is divided into from two to five major Concepts. This is a way to organize the major themes within each curricular area. A Social Science Concept, for example, is "Government".

   c. Sub-Concepts. Each of the major Concepts is then divided into a number of Sub-Concepts. For example, the Social Science Concept of "Government" is divided into five Sub-Concepts: Decision-Makers, Decision-Making, Political Institutions, Political Culture, and Citizenship. The academic learning opportunities become fairly specific at the Sub-Concept level.

   d. Interest Areas. Finally, each Sub-Concept is broken down into a number of Interest Areas. For example, the Sub-Concept of "Citizenship" contains seven Interest Areas, including "What influence does a citizen have on decision-makers?". This is the most specific structural level, and this is the point where you and your LC will create specific, individualized academic learning activities.

5. EBCE has 28 very broad courses for you to choose from. These 28 courses are matched to the many hundreds of Interest Areas. You will be choosing the courses you need and/or want to study this year, and then will be picking a few Sub-Concepts and Interest Areas for focus on within each of those courses. These will be your main academic learning goals in EBCE.

Part IIA, pages 63-69, generally described how EBCE structures its academic courses and activities. The 28 courses are built around many different themes, rather than a single set of content. Step 3 helps you translate both your needs and your personal interests into decisions about which specific EBCE courses you will take. The important point to remember in making those decisions is that every EBCE course is highly flexible. You and several other students could choose the same course, yet each of you could have totally different learning goals, objectives, and activities within that course. To be sure you understand just how free you are in your academic activities, please read both Step 3 (these pages) and Step 4 (pages 88-90) before you choose courses.

Step 3 consists of the following general activities:

1. Read the EBCE Course Descriptions on pages 81-86 of this Guide. The descriptions of the 28 EBCE courses will give you the basic information you will need to make your first-semester choices. As you read them, keep in mind your graduation course and credit needs, and remember that most of the courses are very flexible; exactly what you choose to study and to learn within a course is largely up to you.

2. Select the EBCE courses you want to study during the first semester, on a preliminary basis. When making your choices, be sure to balance your personal interests with your credit and basic skills needs. You should pick about 4-5 courses, though the exact number will depend on your needs and interests.

3. Select the amount of credit you will seek for each course -- that will usually be one-half a credit (one semester) or a full credit. Remember that these choices are only for the first semester; you will make other choices for the second semester.

4. Discuss your tentative decisions with your LC to finalize them. Explain why you have made those choices of courses and credits. Then you and your LC can discuss whether or not you are planning too much or too little work, how well your course choices match your academic and basic skills needs, and the like.

5. Record your course decisions on your EBCE Student Program Outline, pages 68 or 69. Do this in the "EBCE Program" section of the Outline. List each of the courses you have chosen on the lines on the left side, beneath the "Course Areas" column. You can list them in any order you choose.

6. Record your credit decisions on your EBCE Student Program Outline. Just write the amount of credit (.5, 1.0, or whatever) in the second column, beside each of your chosen EBCE courses.

Once you have done this, you have completed Step 3. You have now selected the courses and credits which will form the basis of your EBCE academic activities for one semester.

INTRODUCTION

Pages 81-86 describe 28 courses that you can take for credit in EBCE. Some of them are familiar to you, while others might not be. The important thing to remember when picking your courses is: a course will be different for each student who takes it. For example, you and two other students might be taking the "Health" course, but one of you might be studying mostly human biology, another might be studying the structure and history of the American medical system, and the third might be studying mostly health-related technology and equipment. Any of those emphases would be appropriate within EBCE.

The course descriptions that follow include several pieces of information which will help you make your choices. The information includes:

- The title of the course;
- Many of the general points of emphasis, or contents, within the course:
- Examples of the types of community sites and activities which might fit that course; and
- The curricular areas related to the course. This information is provided to help you see if you can tailor that course to your own needs and interests. For example, you might be interested and good at science, yet needed a social science elective course. As you read the course descriptions you would discover that you could study the course entitled "Human Behavior" (basically, a social science course) from a scientific point of view, through the Subconcepts of genetics, life systems, etc. This listing of related Sub-Concepts in each of the five EBCE curricular areas gives you clues as to how (and how far) you can adjust a course to fit what you want.

If you need explanations of any of these courses, feel free to meet with your LC.

SAMPLE COURSE DESCRIPTIONS

ALGEBRA is a standard mathematics course with which you are probably familiar. It is strongly related to some 14 Math Sub-concepts (Logarithms & Exponents, Functions, Equalities & Inequalities, etc.) in the EBCE system. It also relates to some 6 Natural Science Sub-concepts (Atomic Structure, Electricity, etc.), and to 8 English/Communications Sub-concepts (mostly dealing with Research, Reading Comprehension and Reporting Skills). Some application to community sites is possible (e.g., a chemical research laboratory), but you should expect much skills-practice and problem-solving through extensive use of in-house materials. Many of the relationsnips in EBCE of Algebra to other course structures involve skill-building for more sophisticated mathematical and scientific applications.

AMERICAN ETHNIC GROUPS studies the different types of people who came together to make America, and how these different people live in our society. "Ethnic Groups" can be defined by race, national origin, religion, and cultural orientation, and you can study their values, way of life, relations with institutions and other groups, their economic conditions, etc. This course relates strongly to 16 Social Science Sub-concepts (in Government, Social Structure, Geography, and Personal Development), 12 English/Communications Sub-concepts (Reading, Writing, Listening, Speaking, Research Skills), and 2 Natural Science Sub-concepts (Genetics and Evolution). In this course you could work with members of various cultural minority groups, state and local government agencies, the local Human Rights Commission, and other sites.

AMERICAN INSTITUTIONS studies the different institutions that make up American society. You could study governmental, political, business, labor, religious, civic, educational, or personal institutions. You can emphasize why these institutions exist, their authority, their roles, who makes what decisions, or how they influence you personally, now or in the future. This course relates strongly to 19 Social Science Sub-concepts (Government, Citizenship, Economics, Social Classes, Human Geography, Cultural Change, etc.), 12 English/Communications Sub-concepts (Listening, Reading, Writing, Speaking, Research Skills), and 2 Career Education Sub-concepts (The Work Place and Job Mobility and Security). Almost every experience site has opportunities to study this subject, from government sites to local TV stations and motels.

BASIC ECONOMICS studies the production and distribution of goods and services within our society. You can study the technical aspects (economic models, gross national product, etc.), the institutional aspects (who makes decisions, how,with what impact, etc.), or the social aspects (how does economics affect status, roles, your own future, etc.). This course relates strongly to 19 Social Science Sub-concepts (Decision-Making, Values & Goals, Prices, Social Class, Human Geography), to 12 Math Sub-concepts (Whole Numbers, Tables & Graphs, Probability & Statistics), to 12 English/Communication Sub-concepts (Reading, Writing, Listening, Speaking), and to 2 Career Education Sub-concepts (Personal Aspects of Work and Job Mobility and Security). You can study different aspects of Basic Economics at most experience sites, ranging from treasurers of public and private institutions to the local Chamber of Commerce.

BUSINESS ENGLISH is one of EBCE's more specialized courses, emphasizing the basic entry-level communications skills needed for effective performance in business settings. It relates strongly to 14 English/Communications Sub-concepts (Writing, Listening, Reporting, Research, Speaking, Reading), to 3 Math Sub-concepts (Fundamental Math), to 1 Career Education Sub-concept (Locating Work), and to 1 Social Science Sub-concept (Interpersonal Communications). This course can be pursued at any experience site where you have access to clerical/support personnel. A broader and more extensive mastery of English/Communications skills is provided through the Standard English course.

CAREER PLANNING is EBCE's only required course; it emphasizes expanding your concept and knowledge of careers and helps you learn techniques and fundamental skills for making decisions about careers. Although specific, content-oriented preparations for a certain career are possible within this course, the emphasis is on giving you the skills you need to make career decisions. This course strongly relates to 18 Social Science Sub-concepts (Decision Making, Economic Values and Goals, Individual Growth, Cultural Change), to all 4 Career Education Sub-concepts (Personal Aspects of Work, The Work Place, Locating Work, Job Mobility & Security), to 13 English/Communications Sub-concepts (Writing, Speaking, Listening, Reporting, Reading, Research), and to 1 Math Sub-concept (Business math). Additionally, you will be using special Career Guides at each experience site to supplement and make more detailed the aspects you choose to emphasize. Career Planning and Decision Making will be studied at each site you attend.

CHEMISTRY is a standard science course with which you are probably already familiar. It is the technical study of the composition, structure, and properties of substances and of their transformations. This is one of the more specialized EBCE courses and relates heavily to 15 Math Sub-concepts (Rational Numbers, Ratio & Proportion, Axioms and Properties, Logic and Proof), to 9 Natural Science Sub-concepts (Atomic Structure, Matter & Energy, Biochemistry, Genetics), to 10 English/Communications Sub-concepts (mostly Reading, Research, and Reporting), and to 2 Social Science Sub-concepts (Scarcity and Choices, and Resources). You can study and apply Chemistry in several chemical and/or research facilities which are available as experience sites.

CONSUMER EDUCATION studies the intelligent selection and use of resources, both from a personal and from a national perspective. You can study Consumer Education from many angles: personal finance, borrowing, and buying; American institutions; consumer mathematics; values and priorities; a study of our culture, and how it affects consumption; critical analysis of ads and promotions; etc. This course relates strongly to 18 Social Science Sub-concepts (Citizenship, Price, Cultural Change, Individual Growth, Philosophy), to 12 English/Communications Sub-concepts (Reading, Writing, Research, Listening, Reporting), to 8 Math Sub-concepts (Basic Math, Consumer Math), and to 1 Career Education Sub-concept (Job Mobility/Security). You can study this course at any site, ranging from research at the local Consumer Protection Agency to comparison pricing at a department store.

SECTION THREE

STUDENT PROGRAM INFORMATION

Activity

The enclosed information will help explain the procedures students follow to determine their career interests. The purpose of the self-ratings is to provide input for the matrix which cross-references (a) Worker Trait Groups and (b) student assessment factors.

1. Explain orally to another person the procedures in the AEL/EBCE model for identification of student career interests.

NOTE: Page numbers indicated in the following information refer to pages in the actual manuals and are not a part of this exercise.

The following information is from the Student Program Guide, Appalachia Educational Laboratory, Charleston, West Virginia, June, 1976.

Introduction

The first and most important step in choosing a career is deciding what you like to do, what you do well, and the situations in which you like to do it. Part IA is specifically designed to help you identify these things on a rational and thoughtful basis. On pages 3 - 20 (and Appendix A, on pages 143 - 168) you will find four different ways to rate yourself in terms of careers. You will rate yourself in at least one of these ways during Orientation. You will rate yourself in all four ways sometime during your EBCE program. You may well use some of the self-ratings more than once (as you learn more about real careers out on your experience sites). These four self-ratings are the key to learning how to make (and making) realistic career decisions in an EBCE program.

Four Ways to Rate Yourself

The four ways you can rate yourself in terms of careers in Part IA are:

1. "Chart for Relating School Subjects and Occupations Through Worker Trait Groups" -- this chart can be used to identify groups of occupations related to school subjects in which you have interests and skills. These interests and skills you have developed in high school courses can be used to an advantage in many occupations. The general content of the courses relates to basic knowledge and skills required of workers. Since most of your experiences to date have been of an educational nature, your interest in courses provides an appropriate access route to identify experience sites for career exploration. Also, it is important that you like and do well in these school subject areas since you will probably require additional education or training in the same or related content courses.

   The purpose of this chart is to help you identify groups of occupations where these skills and content knowledge can be utilized. The instructions and chart are located on pages 7-11.

2. Work Activity Checklist -- this checklist is to help you determine your preferences for certain types of work activities or experiences. Part of career success is to enjoy doing activities which are required as job tasks. Therefore, the closer you can relate your activity preferences with tasks performed by workers the more likely you will be satisfied with and successful in your career. The tasks performed by workers

in over 21,000 different occupations have been grouped into ten broad types of activities. The checklist helps you identify types of activities which might give you job satisfaction. The ten broad types of activities also relate to nonwork experiences. You have been involved in many of these as part of your school and leisure time activities. A Work Activity Checklist describing the ten types of activities will help you examine your past experiences in relation to identifying preferences for work activities. The Work Activity Checklist is located on pages 12-14.

3. Work Situation Checklist -- this checklist is very similar to the Work Activity Checklist except it is to help you determine what kinds of occupational situations you prefer or may wish to avoid. The nature of the work involved in any occupation creates situations to which workers must adapt. Job satisfaction and success may depend upon the ease or difficulty with which workers adapt to these demands. This checklist will help you determine how you think you would adapt to the twelve different types of work situations. Those situations from which you feel you could get job satisfaction can be used to help you identify related experience sites. It is also important that you identify situations to which you feel you could not easily adapt. By knowing this, you can decide whether you wish to avoid related occupational groups or try to adjust to the demands of the situation. The Work Situation Checklist is located on pages 15-17. This should not be used as an independent assessment of your adaptability to employment situations, but in conjunction with the Work Activity Checklist to confirm or deny the relevancy and strength of interest areas, tasks, and environmental variables.

4. Aptitudes Self-Assessment Exercise -- this is a self-assessment inventory to help you estimate your ability to learn and perform various job tasks. It is based upon the aptitudes as measured by the General Aptitude Test Battery. It includes aptitudes which enable you to develop understanding, knowledge, or skills. Different occupations require different combinations of aptitudes for workers to perform their jobs successfully. This self-assessment form will help you estimate your aptitudes. You may use these aptitude estimates to alert yourself to groups of occupations in which you may encounter difficulty and to identify groups related to your abilities. You could use this as an independent, single way to choose experience sites, but you will find it more meaningful if you use it together with the Work Activity Checklist to verify that you have abilities in work areas where you also have interests. The aptitude estimate form is located in Appendix A, at the end of this Guide (pages 143-169). A summary of your self-ratings should be entered on page 20.

What Do I Do?

During Orientation you will only have to take one or two of these four self-rating forms, although it would be helpful if you have time to take more of them.

In Step 1 you rated yourself in at least one of four ways (school subjects; work activities; work situations; or aptitudes). The purpose of Steps 2 and 3 is to help you compare your self-ratings against occupations -- to apply what you have learned about yourself to the occupational choices open to you. Both of these steps make use of the "Worker Trait Group Matrix" found on pages 30-51.

A Worker Trait Group is a group of jobs which are very similar in terms of the kinds of work and worker qualifications they require (such as "Classifying, Filing, and Related Work"); different jobs are found within each of the 114 Worker Trait Groups. The point of these next two steps is to help you pick out a very few of those Worker Trait Groups to explore first, based on your self-assessments.

The Worker Trait Group Matrix is EBCE's way of linking your personal self-assessments with the 114 Worker Trait Groups. One edge of the Matrix lists (and briefly describes) each of the Worker Trait Groups. The other edge lists the categories of self-ratings you might have made in Step 1. Stars or numbers in the many little boxes show where there is a link between any self-rating and a Worker Trait Group. It might help if you spent a few minutes looking over the Matrix on pages 30-51 now.

Step 2: Entering Your Self-Ratings on the Matrix.

You enter your self-rating results on the Matrix in different ways, depending on which ratings you are entering. To enter the results, you should take the following steps on each double page of the Matrix (so that you make comparisons with all 114 of the Worker Trait Groups). To help you make your entries, a Sample double-page from the Matrix is given on pages 26-27; it shows how one student might have made his entries for all four self-assessments. Refer to this Sample when you need to.

IF YOU TOOK THE SCHOOL SUBJECTS/OCCUPATIONS EXERCISE, THEN TAKE THESE STEPS:

1. Copy the entries you make on the bottom of page 9 onto a separate sheet of paper.

2. In the left margin on each double page of the "Matrix", write the name of each specific subject or major subject area you choose next to the related Worker Trait Groups. By doing this you will identify all the Worker Trait Groups that relate to the subjects you are most interested in. The Sample on pages 26-27 shows that this student wrote "chemistry" next to WTG numbers 37 and 39 and "sociology" next to WTG numbers 31 and 32.

NOTE: There are many other self-assessment exercises you may take, the results of which can be keyed to the "Worker Trait Group Matrix". If you wish to take any exercise other than the ones included in this Guide, check with your Learning Coordinator or Counselor to see if any are available. Record the results in the margin next to the Worker Trait Group descriptions just as you did with the "Chart".

IF YOU TOOK THE WORK ACTIVITY CHECKLIST OR BOTH THE WORK SITUATIONS CHECKLIST AND THE WORK ACTIVITY CHECKLIST, THEN TAKE THESE STEPS ON EACH DOUBLE PAGE OF THE MATRIX:

1. Write down, on a separate sheet of paper, the three self-rating factors you chose as your top three choices (1-3) in the exercise on pages 13-14 (Work Activity);

2. Find the appropriate self-rating entries across the top of the Matrix (Work Activity is on the left side);

3. Write the numbers 1, 2, and 3 on the Matrix just below the names of the factors you chose as your top three choices. In the Sample on pages 26-27, a student has done the Work Activity self-ratings, and has written in Organized and Routine Tasks, Machines and Processing, and Deal With Things and Objects as his first three choices.

4. Draw a line all the way down each of the three columns you have marked as your first, second, and third choices (like the Sample shows).

5. Then, finally, go back and circle each star (*) that is in a box you have drawn a line through. These stars mean there is a match between one of your top three preferences and the corresponding Worker Trait Group along the side. The Sample shows that in the Work Activity section the student has circled two stars under his first-choice, seven under his second-choice, and four stars under his third-choice on that page of the Matrix.

6. Repeat the five steps above for the Work Situations Checklist (pages 16-17) if you took it; the steps are the same.

NOTE: Item six on the Work Situations Checklist is not keyed to any Worker Trait Groups. If it is one of your top three choices, do not enter it on the Matrix but use your fourth choice instead. This item will have importance when you start using your Student Career Guide to assess your career experiences.

IF YOU TOOK THE APTITUDE SELF-ASSESSMENT, THEN TAKE THESE STEPS ON EACH DOUBLE PAGE OF THE MATRIX:

1. Find the top part of the Matrix that is titled "Key Aptitudes by Level";
2. Refering to your summary on page 20, write the number (1 through 5) of your self-rating under each of the eleven Aptitude factors. The Sample shows a student self-rating level of "3" in General Learning Ability, "2" in Verbal Aptitudes, and so forth across the eleven factors. Fill in your level for each factor on each double page of the Matrix;
3. Now look down each of the eleven columns, and draw a circle around your self-rating number each time it appears in that column. The Sample shows the student circling his self-rated level of "3" seven times in the General Learning Ability column, his Verbal Aptitude self-rating of "2" in Verbal Aptitudes, and so forth across the eleven factors. Fill in your level for each factor on each double page of the Matrix.

When you have completed these steps for the one (or more) kinds of self-rating exercises you have done, then you have completed Step 2. The raw information for comparing your own self-assessments with 114 Worker Trait Groups is now captured on the Matrix.

Step 3: Comparing Your Self-Ratings With Worker Trait Groups.

This third step is to compare your ratings with the Worker Trait Groups. To do this, follow the general steps outlined below, but be aware that this step is very flexible. Place a straight-edge horizontally across each of the 114 Worker Trait Groups, in turn (beginning with # 1: Instructive Work, Fine Arts, Theater, Music, and Related Fields). The purpose of this is to see how many of the possible links you make with each Worker Trait Group. For example, if you have taken the Work Activity and Work Situation Checklists, you will have entered your top three choices for each of them (a total of 6 choices). Any Worker Trait Group that shows a circle

for all six of those choices should be a high priority for you to explore. In seeing how many links you have made, and in recording the results, follow these ground rules:

- If a Worker Trait Group matches all or almost all of your self-ratings, then that is a group of occupations you should consider strongly. You should put a checkmark to the left side of any Worker Trait Group that matches all of your ratings. In the Sample on pages 26-27, for example, the student has checked Worker Trait Group 39 (Manipulating), because it corresponded with all three of his/her Work Activity preferences, and two of his/her Work Situation preferences.

- If a Worker Trait Group matches many or most of your ratings, then you might think seriously about exploring those occupations. In such cases, put a question mark to the left of the Worker Trait Group. The student in the Sample put a question mark beside Worker Trait Groups 35, 37, and 38, because they hit four out of six of his/her Work Activity and Work Situation choices.

- If a Worker Trait Group matches few or none of your ratings, these occupations may well not be high priorities for you. You should leave them blank (as the student in the Sample did for six Worker Trait Groups, based on only one or no links with his/her preferences).

When you finish this step, you will have considered each of the 114 Worker Trait Groups in terms of one or more types of self-ratings. You will have a checkmark beside some of them (showing high probability), a question mark beside others (showing a possibility), and most of them will be blank. The really structured part of these steps is now completed; your next step is to make specific decisions, and making those decisions will be very much a matter of your and your LC's feelings about where you should begin. Step 4 is described in Part IC, beginning on page 53.

When your self-estimates suggest that certain occupations might be appropriate for you, that is only the first step. Your initial hands-on site experiences cannot confirm or eliminate specific jobs. Much thought and self-evaluation is needed to determine whether or not a job is really "for you". Some of this will occur as a result of daily experiences, and some as a result of the exercises in the Student Career Guide.

WORKER TRAIT GROUPS / ASSESSMENT FACTORS		WORK ACTIVITIES									
		Deal With Things & Objects	Business Contacts With People	Organized & Routine Tasks	Helping People	Recognition By Others	Communication of Ideas	Scientific & Technical Tasks	Unusual & Creative Tasks	Machines & Processing	Producing Things
		3.		1.						2.	
No	Name	1	2	3	4	5	6	7	8	9	0
30	**Switchboard Service:** A switchboard is a piece of telephone equipment used to connect or relay telephone calls. The switchboard may be one of two types: the cord type uses a system of wires which are plugged into sockets to connect telephone lines; the cordless type uses a system of buttons which are pushed to do the same job. (DOT II, Page 291).		*	⊛							
31	**Social Science, Psychological, and Related Research:** Social science is the study of people, their language, culture, economic conditions, activities, and customs. This includes the areas of history, sociology, economics, and civics. Psychology is the science which studies human behavior. Research conducted in these fields tries to explain the actions, thoughts, and feelings of people, either as groups or as individuals. (DOT II, Page 294).						*	*	*		
32	**Guidance and Counseling:** Guidance means to assist individuals or groups of people in such matters as career choice, educational planning, social adjustment, or the development of moral and religious values and standards. Counseling means helping individuals on a person-to-person basis to increase their self-understanding and to make wise personal plans or solve personal problems. (DOT II, Page 296).				*	*	*		*		
33	**Supervisory Work (Working Supervisors):** Supervising means to plan, schedule, and direct the work of others. Being able to perform the work of those you supervise is essential in this worker trait group. ✓ (DOT II, Page 299).					*				⊛	
34	**Supervisory Work (Non-Working Supervisors):** Supervising means to plan, schedule, and direct the work of others. Being able to perform the work of those supervised is not essential for workers in this group. ✓ (DOT II, Page 305).					*				⊛	
35	**Costuming, Tailoring, and Dressmaking:** Costuming, tailoring, and dressmaking are similar in that they all involve skilled handwork in the production of clothing such as suits or dresses, or of costumes for special purposes. (DOT II, Page 308).	⊛								⊛	*
36	**Cooking and Related Work:** Cooking means to use heat to prepare foods to be eaten. (DOT II, Page 310).									⊛	*
37	**Craftsmanship and Related Work:** A craft is an occupation or trade which requires specialized knowledge, plus skill in the use of the hands, arms, and fingers, as well as of hand tools and sometimes of machines. ✓ (DOT II, Page 312).	⊛								⊛	*
38	**Precision Working:** Precision working means being exact and accurate in performing specific work tasks. ✓ (DOT II, Page 319).	⊛								⊛	*
39	**Manipulating:** Manipulating means handling, moving, or controlling an object skillfully by using the hands. ✓ (DOT II, Page 322).	⊛		⊛						⊛	*

SAMPLE ----- SAMPLE SAMPLE ----- SAMPLE

①-4	③-4	2-③	③		2-③	③	1-2	1-2	③	G	3.	General Learning Ability	KEY APTITUDES BY LEVEL
					②-3		1-②	1-②	3	V	2.	Verbal Aptitude	
		2-③-4	③-4		③-4			1-2-③		N	3.	Numerical Aptitude	
3-④	2-3	2-3	3	2	3-④	2-3		2-3		S	4.	Spatial Aptitude	
③-4	2-③-4	2-③-4	③-4	③					2-③	P	3.	Form Perception	
			4						3	Q	1.	Clerical Perception	
3-4	②-3	②-3	4			3			3	K	2.	Motor Coordination	
③-4	2-③	2-③	③-4	2		2-③			③	F	3.	Finger Dexterity	
3-4	②-3	②-3	3			②-3			②-3	M	2.	Manual Dexterity	
4-5	2-③-4									E	3.	Eye-Hand-Foot Coordination	
										C	1.	Color Discrimination	
	*		*		*	*				1		Changing Duties	WORK SITUATIONS
⊛									⊛	2	3.	Repetitive Sequences	
										3		Work By Rules	
					*	*	*	*		4		Directing Work of Others	
				*	*	*	*		*	5		Direct Dealings With People	
										6		Working Alone	
										7		Influencing Others	
										8		Work Pressure & Risks	
	*		*	*			*	*		9		Using Judgement	
	⊛	⊛		⊛				⊛		0	2	Rating By Standards	
										X		Interpreting	
⊛	⊛	⊛	⊛	⊛						Y	1.	Work Within Limits	

SAMPLE ---- SAMPLE ---- SAMPLE

SAMPLE ---- SAMPLE

-20-

SECTION FOUR

SCHOOL SUBJECTS VERSUS OCCUPATIONS CHART

NEED: To make student experience site assignments and career plans, based on students' own assessments of their competence and/or interest in categories of school subjects. This is one (or four) methods of accessing experience sites through self-assessment.

RATIONALE: Most students entering EBCE will have been preoccupied, academically, with school subjects and courses. Their orientation in making education-related decisions will tend to be towards school subjects. Simultaneously, occupations make use, in varying degrees, of the content and/or processes of school subjects (e.g., social science-type data and procedures, artistic expression, manual craftsmanship). This Chart allows students to link their school subjects orientation with strongly or partially related occupational exploration decisions. When used with the Worker Trait Group Matrix, it provides students with a method of selecting experience sites which both is understandable in terms of their entry orientation and is useful in terms of rationally focusing on a few Worker Trait Groups (and, through them, experience sites).

The outcomes of this exercise are to be entered on the Worker Trait Group Matrix.

Activity

The enclosed chart allows students to link school subjects to the 114 Worker Trait Groups (WTG). For example, the school subject Sociology would relate to WTG 6, 7, 12, 31, 32, and 44.

WTG 31 is Social Science, Psychological and Related Research.

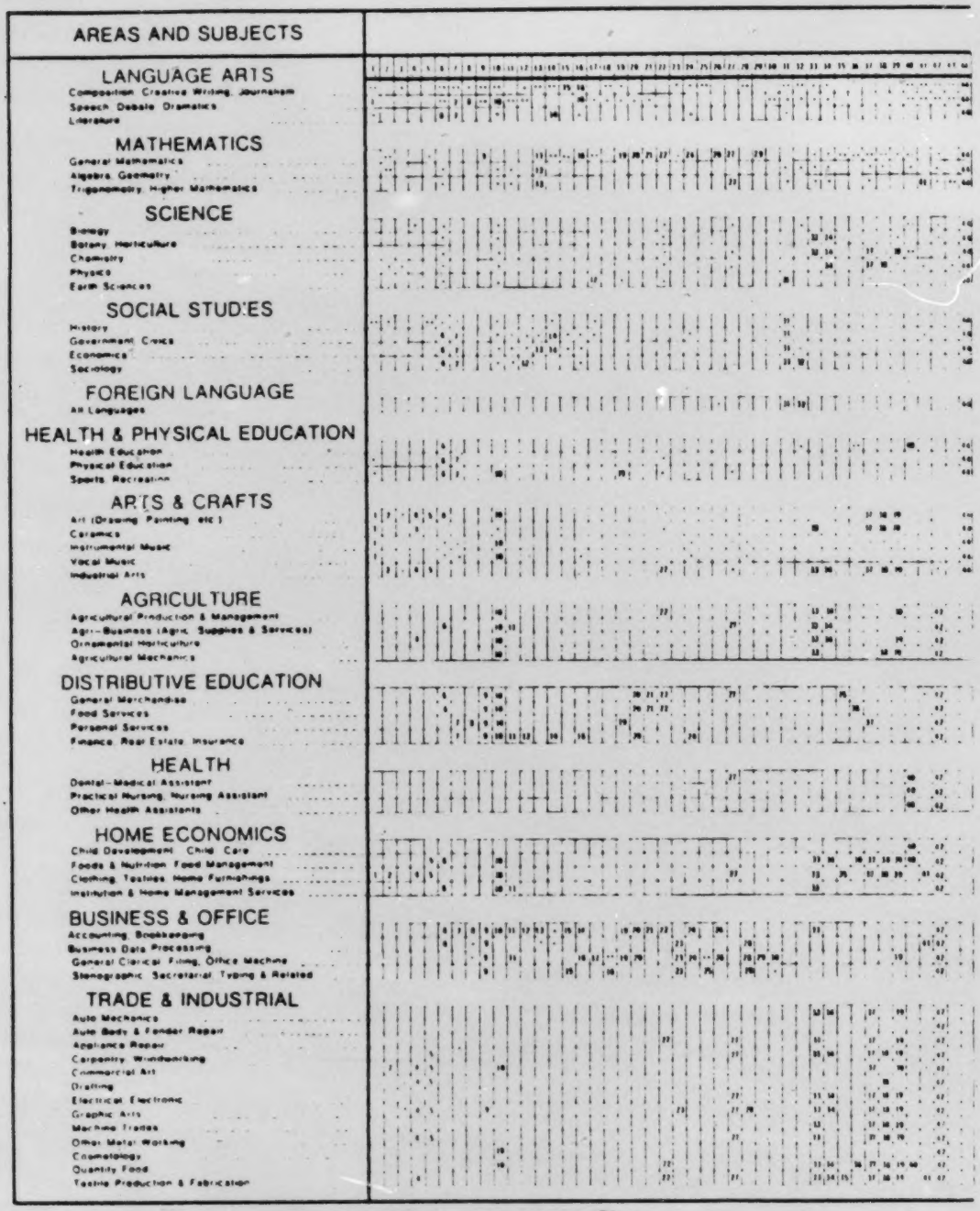
WTG 32 is Guidance and Counseling.

Refer to the Worker Trait Group Matrix (page 19) in Section Three on STUDENT PROGRAM INFORMATION. Notice that the word Sociology is written in the left hand column by WTG 31 and WTG 32.

NOTE: Page numbers indicated in the following information refer to pages in the actual manuals and are not a part of this exercise.

The following information is from the Student Program Guide, Appalachia Educational Laboratory, Charleston, West Virginia, June, 1976.

CHART FOR RELATING SCHOOL SUBJECTS AND



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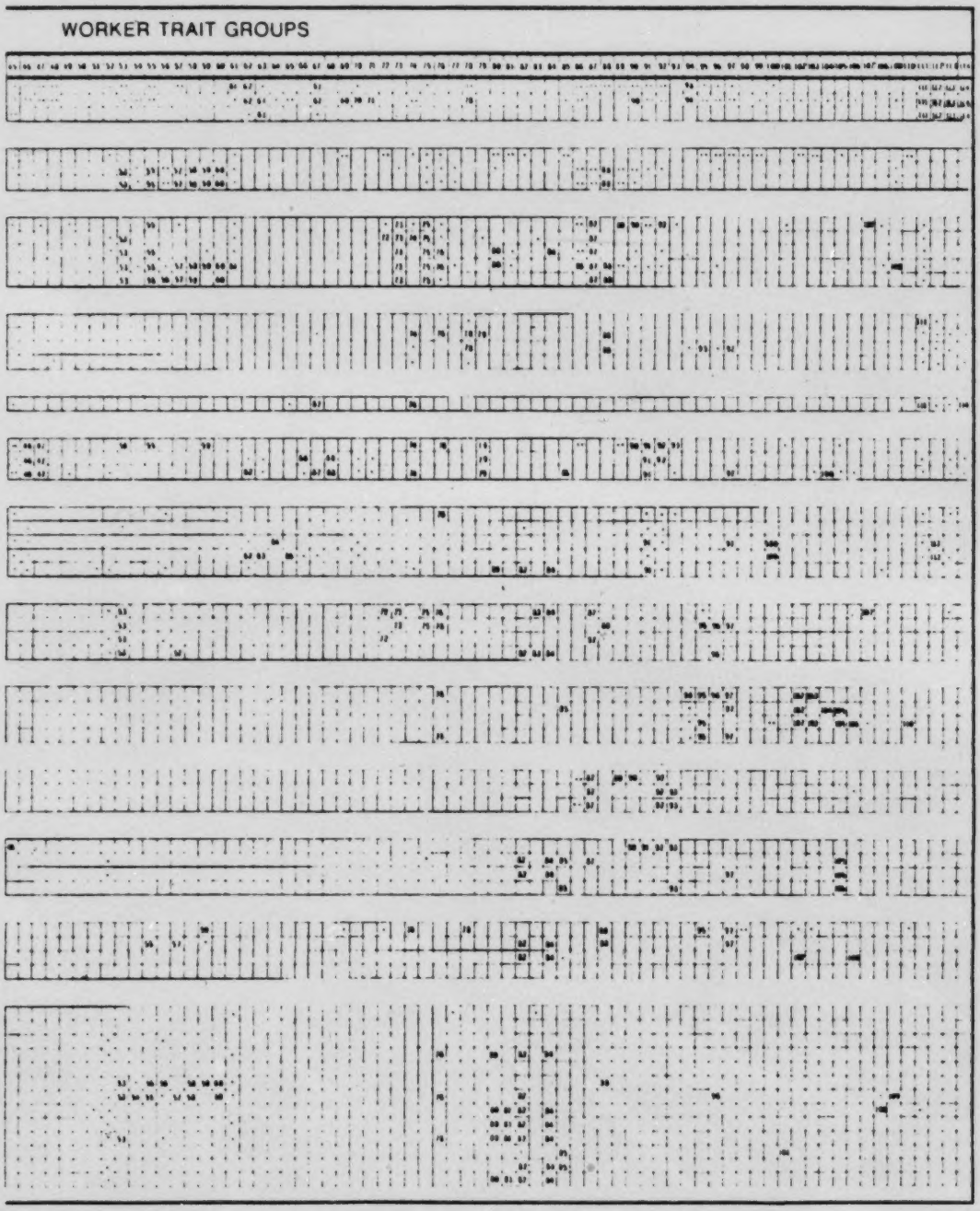
CODES

Number in box
** = This subj
* = This subje

OCCUPATIONS THROUGH WORKER TRAIT GROUPS



• If you like this subject, explore this Worker Trait Group

or is important to most occupations in the Worker Trait Group

: is important to some but not most occupations in the Worker Trait Group

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How to Use The
CHART FOR RELATING SCHOOL SUBJECTS AND OCCUPATIONS
THROUGH WORKER TRAIT GROUPS

The Chart for Relating School Subjects and Occupations Through Worker Trait Groups is located on the following two pages. One small section is illustrated below. You may use the Chart to identify Worker Trait Groups (career clusters) which are related to school subjects or subject areas of interest to you. If you are only interested in a specific subject (i.e., history) rather than a major subject area (i.e., Social Studies), you would read across the Chart for that one subject. Look at the example below.

SOCIAL STUDIES

History: 31, 44, 111

Government, Civics: 6, 7, 14, 31, 44, 74, 76, 78, 79, 88

Economics: 6, 7, 13, 14, 31, 44, 78, 88, 95, 97

Sociology: 6, 7, 12, 31, 32, 44

For example, Sociology is related to Worker Trait Groups (WTGs) 6, 7, 12, 31, 32, and 34. If you are interested in a major subject area you would read across the Chart for each subject under that area. In the example, the subject area SOCIAL STUDIES is related to all of the WTGs listed under the courses History, Government/Civics, Economics, and Sociology.

From the Chart on the next two pages select one or two subjects or subject areas which best represent your interests and skills and write them below. Then record the related WTG numbers.

FIRST CHOICE: _____

Related WTG numbers: _____

_____

_____

SECOND CHOICE: _____

Related WTG Numbers: _____

_____

_____

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LANGUAGE ARTS

Composition, Creative Writing, Journalism: 15, 16, 44, 61, 62, 67, 94, 111, 112, 113, 114

Speech, Debate, Dramatics: 1, 7, 8, 10, 16, 44, 62, 63, 67, 69, 70, 71, 78, 90, 94, 111, 112, 113, 114

Literature: 6, 7, 14, 44, 63, 111, 112, 113, 114

MATHEMATICS

General Mathematics: 9, 13, 16, 19, 20, 21, 22, 24, 26, 27, 29, 44

Algebra, Geometry: 13, 44, 53, 55, 57, 58, 59, 60, 88

Trigonometry: 13, 27, 41, 44, 53, 55, 57, 58, 59, 60, 88

SCIENCE

Biology: 44, 55, 73, 75, 87, 89, 90, 92, 107

Botany, Horticulture: 33, 34, 44, 53, 72, 73, 74, 75, 87

Chemistry: 33, 34, 37, 39, 44, 53, 55, 73, 75, 76, 80, 84, 87

Physics: 34, 37, 38, 44, 53, 55, 57, 58, 59, 60, 61, 73, 75, 76, 80, 86, 87, 88, 109

Earth Sciences: 17, 31, 44, 53, 55, 56, 57, 58, 60, 73, 75, 87, 88

SOCIAL STUDIES

History: 31, 44, 111

Government, Civics: 6, 7, 14, 31, 44, 74, 76, 78, 79, 88

Economics: 6, 7, 13, 14, 31, 44, 78, 88, 95, 97

Sociology: 6, 7, 12, 31, 32, 44

FOREIGN LANGUAGES

All Languages: 31, 32, 44, 67, 74, 111, 114

HEALTH AND PHYSICAL EDUCATION

Health Education: 6, 40, 44, 46, 47, 53, 55, 59, 74, 76, 79, 90, 91, 92, 93

Physical Education: 6, 7, 44, 46, 47, 66, 68, 79, 91, 92

Sports, Recreation: 6, 7, 10, 19, 44, 46, 47, 62, 67, 68, 74, 79, 85, 91, 97, 104

ARTS AND CRAFTS

Art (Drawing, Painting, etc.): 1, 2, 4, 5, 6, 10, 37, 38, 39, 44, 76

Ceramics: 1, 4, 33, 37, 38, 39, 44

Instrumental Music: 1, 10, 44, 64, 91, 97, 100, 112

Vocal Music: 1, 10, 44, 62, 63, 65, 100, 112

Industrial Arts: 2, 4, 5, 22, 33, 34, 37, 38, 39, 44, 80, 82, 84, 91

AGRICULTURE

Agricultural Production & Management: 10, 22, 33, 34, 39, 42, 53, 72, 73, 75, 76, 83, 84, 87, 107

Agri-Business (Agric. Supplies & Services): 6, 10, 11, 27, 33, 34, 42, 53, 73, 75, 76, 88, 95, 96, 97

Ornamental Horticulture: 4, 10, 33, 34, 39, 42, 53, 72, 87

Agricultural Mechanics: 10, 33, 38, 39, 42, 53, 57, 82, 83, 84, 96

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OCCUPATIONS THROUGH WORKER TRAIT GROUPS

DISTRIBUTIVE EDUCATION

General Merchandise: 6, 9, 10, 20, 21, 22, 27, 35, 42, 76, 94, 95, 96, 97, 102, 103

Food Service: 6, 9, 10, 20, 21, 22, 36, 42, 85, 97, 102, 104, 105

Personal Services: 7, 8, 9, 10, 19, 37, 42, 95, 102, 103, 105, 106, 110

Finance, Real Estate, Insurance: 7, 9, 10, 11, 12, 14, 16, 20, 24, 42, 76, 95, 97

HEALTH

Dental-Medical Assistant: 27, 40, 42, 87, 89, 90, 92

Practical Nursing, Nursing Assistant: 40, 42, 87, 92, 93

Other Health Assistants: 40, 42, 87, 92, 93

HOME ECONOMICS

Child Development, Child Care: 40, 42, 45, 90, 91, 92, 93

Foods and Nutrition, Food Management: 5, 6, 10, 33, 34, 36, 37, 38, 39, 40, 42, 82, 84, 85, 87, 105

Clothing, Textiles, Home Furnishings: 1, 2, 4, 5, 10, 27, 33, 35, 37, 38, 39, 41, 42, 82, 84, 97, 105

Institution and Home Management Services: 6, 10, 11, 33, 42, 85, 93, 105

BUSINESS AND OFFICE

Accounting, Bookkeeping: 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 19, 20, 21, 22, 24, 26, 33, 42, 59, 74, 78, 88, 95, 97

Business Data Processing: 6, 9, 23, 28, 41, 42, 55, 57, 82, 84, 88, 97

General Clerical, Filing, Office Machines: 9, 11, 16, 17, 19, 20, 23, 24, 26, 28, 29, 30, 39, 42, 82, 84, 102, 106

Stenographic, Secretarial, Typing & Related: 9, 15, 18, 23, 25, 28, 42

TRADE AND INDUSTRIAL

Auto Mechanic: 33, 34, 37, 39, 42

Auto Body & Fender Repair: 42

Appliance Repair: 22, 27, 33, 37, 39, 42

Carpentry, Woodworking: 5, 27, 33, 34, 37, 38, 39, 42, 76, 80, 82, 84

Commercial Art: 2, 4, 5, 10, 37, 39, 42

Drafting: 4, 5, 38, 42, 53, 55, 56, 58, 59, 60, 88

Electrical, Electronic: 27, 33, 34, 37, 38, 39, 42, 53, 54, 55, 57, 58, 60, 76, 82, 96, 109

Graphic Arts: 4, 5, 9, 23, 27, 28, 33, 34, 37, 38, 39, 42, 80, 81, 82, 84, 108

Machine Trades: 33, 37, 38, 39, 42, 80, 81, 82, 84

Other Metal Working: 4, 5, 27, 33, 37, 38, 39, 42, 53, 76, 80, 81, 82, 84

Cosmetology: 10, 42, 85, 101

Quantity Food: 10, 22, 33, 34, 36, 37, 38, 39, 40, 42, 82, 84, 85

Textile Production and Fabrication: 4, 22, 27, 33, 34, 35, 37, 38, 39, 41, 42, 80, 81, 82, 84

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SECTION FIVE

WORK ACTIVITY CHECKLIST

NEED: To make student experience site assignments and career plans, based on students' own assessments of their interest in certain types of work activities or experiences (such as working with things, or people, or data). This is one (of four) methods of accessing experience sites through student self-assessment.

RATIONALE: A key aspect of making career decisions (and in rationally deciding what kinds of occupations and sites to explore) is the interests the student has in the types of work activities involved in various jobs. This Checklist helps students formally document their preferences for various kinds of work activities. In the process, it begins to help them look at their interests rationally, by discovering a category of interests (such as working with data) rather than being satisfied with a single job of interest (such as computer programming). Additionally, repeated use of this Checklist will help students to logically evaluate the outcomes of their on-site learning experiences. This Checklist, when used with the Worker Trait Group Matrix, will provide students with a useful, rational way of selecting experience sites.

The outcomes of the Work Activity Checklist are to be entered on the Worker Trait Group Matrix.

Activities

1. Explain the purpose of the Work Activity Checklist to another person.

2. Rate yourself on the ten items on the checklist. Explain in writing the value of the checklist in the AEL/EBCE program.

NOTE: Page numbers indicated in the following information refer to pages in the actual manuals and are not a part of this exercise.

The following information is from the Student Program Guide, Appalachia Educational Laboratory, Charleston, West Virginia, June, 1976.

CAREER SELF-ASSESSMENT FORM # 2

WORK ACTIVITY CHECKLIST

The Checklist and instructions on pages 13-14 allow you to identify and record certain types of work activities or experiences you might be most (and least) interested in pursuing in a career.

You should consider taking (but do not have to take) this Checklist and the Work Situation Checklist (pages 15-17) at the same time.

Work Activity Checklist

Most people have an interest in, or a preference for, certain types of work activity. Use the list and rating descriptions below to express how you would feel about working in an occupation which would involve you in that type of activity.

+2 Would like the activity very much.
+1 Would like the activity.
0 Neutral. Would neither like nor dislike the activity.
−1 Would dislike the activity.
−2 Would dislike the activity very much.

No.	Type of Activity	Circle the rating describing your feelings about each activity.				
1	**ACTIVITIES DEALING WITH THINGS AND** People who do these activities primarily use their physical abilities. They use their arms, hands, legs, or feet in working with materials and products, often with the help of instruments, tools, machines, or vehicles. They may do simple tasks such as lifting, pulling and pushing things or objects. They may do more complex tasks such as adjusting and controlling things. In addition to physical abilities, people may use knowledge and reasoning skills to make judgments and decisions about their work.	+2	+1	0	−1	−2
2	**ACTIVITIES INVOLVING BUSINESS CONTACT WITH PEOPLE.** People involved in this type of activity must be able to deal with others in various situations such as selling, buying, talking, listening, promoting, and negotiating (bargaining). They set-up business contacts and follow through by gathering, exchanging, or presenting ideas and information regarding the products or services involved.	+2	+1	0	−1	−2
3	**ACTIVITIES OF A ROUTINE, DEFINITE, ORGANIZED NATURE.** In this type of activity people usually repeat the same task many times. These tasks can often be done in a short time and they are usually organized so people can get the most work done in the least time. Sometimes the speed of the work is determined by a machine. Work assignments and methods are generally set up in advance and there are few opportunities for the workers to make on-the-job decisions.	+2	+1	0	−1	−2
4	**ACTIVITIES WHICH INVOLVE DIRECT PERSONAL CONTACT, TO HELP PEOPLE, OR DEAL WITH THEM FOR OTHER PURPOSES.** People in these activities help others to maintain or improve their physical, mental, emotional, or spiritual well-being. They need to speak and listen well. They may teach, train, or help people in other ways. People engaged in these activities may communicate simple ideas or work in complex principles of human growth and development. Sometimes people use these skills in working with animals, to help them or change their behavior.	+2	+1	0	−1	−2
5	**ACTIVITIES WHICH BRING RECOGNITION OR APPRECIATION BY OTHERS.** People who perform these activities usually gain recognition or appreciation from others. They may lead, plan, control, or manage the work of others. They may seek recognition or appreciation through such activities as acting, sports, art, and music. In most cases these activities require a high level of involvement with data and with people.	+2	+1	0	−1	−2

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6 **ACTIVITIES CONCERNED WITH PEOPLE AND THE COMMUNICATION OF IDEAS** +2 +1 0 −1 −2

People who perform these activities communicate information to others. This may not always involve direct contact with people. It may take place indirectly through writing, acting, music, designing, or speaking over the radio or television. Some activities which involve a more direct contact with people are teaching, supervising, or providing services such as protection. However, these activities emphasize working with ideas, concepts, and information rather than working directly with people.

7 **ACTIVITIES OF A SCIENTIFIC AND TECHNICAL NATURE.** +2 +1 0 −1 −2

People who perform these activities work with scientific information. They analyze, investigate, explain, make judgments about, and record information. They may use scientific or technical procedures, instruments, and equipment in their work.

8 **ACTIVITIES OF AN UNUSUAL, INDEFINITE NATURE WHICH REQUIRE CREATIVE IMAGINATION.** +2 +1 0 −1 −2

People use complex mental skills in these activities. They use knowledge in original ways to solve difficult problems or to design new projects, processes, and methods. They may express their ideas, feelings and moods through art music, peotry, or drama. Imagination is an important part of being able to create original ideas and objects. It leads to the discovery of new knowledge, or the discovery of new ways to apply what is already known.

9 **ACTIVITIES WHICH ARE NONSOCIAL AND INVOLVE THE USE OF MACHINES, PROCESSES, OR METHODS.** +2 +1 0 −1 −2

These activities are considered nonsocial because the emphasis is on data and things and not on direct dealings with people. There may be contact with people but it is not essential in performing the work. In doing these activities people are involved in planning, scheduling, processing, controlling, directing, and evaluating tasks. They are concerned with processes, methods, and use of instruments and machines. Their satisfaction comes from mastering the processes and not necessarily from being involved with a completed product.

10 **ACTIVITIES WHICH BRING PERSONAL SATISFACTION FROM WORKING ON OR PRODUCING THINGS.** +2 +1 0 −1 −2

In these activities people use physical skills to work on or make tangible products, that is, products which can be seen or touched. They often use tools, machines, measuring devices and other equipment to make a product or change one already made. Building, repairing, altering, and restoring are examples of tasks which bring people satisfaction in doing this kind of activity.

Rank order your preferences for the ten types of work activities by placing the activity numbers in the boxes below. Use your ratings given to each activity to help determine the rank order of your preferences. For example, the types of activities you marked +2 should be listed ahead of those marked +1.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
FIRST CHOICE	2nd	3rd	4th	5th	6th	7th	8th	9th	LAST CHOICE

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SECTION SIX

WORK SITUATION CHECKLIST

NEED: To make student experience site assignments and career plans, based on students' own assessments of the kinds of occupational situations they could most easily adapt to (such as varied, changing duties; working alone; or working within precise limits). This is one (of four) methods of accessing experience sites through student self-assessment. However, this Checklist should be used with the Work Activity Checklist, so that students can test the reality of their adaptability skills within the context of their interests.

RATIONALE: An important aspect of making career decisions (and exploring experience sites) is the students' adaptability to various types of work situations. This Checklist helps students identify and formally document the degrees to which they may like, or will be able to adapt to, such occupational situations as working under pressure, working within limits, and working alone. For many students, this exercise will bring their first explicit awareness that many careers can take place under different circumstances, depending on such factors as size of company, personalities, etc. It will also help them select, and then evaluate, their experience sites and learning activities. Adapting seldom means blindly conforming to all the pressures around a person; sometimes they adapt by bringing about changes in the situation. In any case, with this instrument the student can identify impulses and temperaments in interaction with the workplace.

Repeated use of this exercise can be an invaluable learning experience for students. Initial rankings will inevitably reflect some largely untested assumptions about real-world careers and occupational situations. Repetition of the exercise, after the student has considerable on-site experience, may lead to considerably different (but more realistic and informed) sets of priorities. This should be encouraged.

This exercise is also a valuable counseling tool, especially through contrasting the student's on-site experience with his/her work situation preferences. For example, a student might remain convinced of an interest in and aptitude for a certain career area, yet find related on-site experiences to be unappealing. An LC-student dialogue might suggest that the problems lay with the environment and specific work situation, rather than with the nature of the duties themselves. Through other site placements and a continuing dialogue, the student might recognize that his/her needs are best met by a given career which also involves a certain set of work situations, and that neither aspect alone is sufficient.

The outcomes of the Work Situation Checklist are to be entered on the Worker Trait Group Matrix.

Activities

1. Explain the purpose of the Work Situations Checklist to another person.

2. Rate yourself on the items to see if the ratings accurately describe your own work situation.

Work Situations Checklist

People differ in their willingness and/or ability to adapt to work situations. Below is a list of twelve types of situations. Read each situation and estimate your ability to adapt to the demands described. Use the following ratings:

+2 Could adapt readily, even receiving satisfaction from such work.

+1 Could adapt to the situation.

0 Neutral. Am not sure or have no strong feelings about the situation.

–1 Would anticipate difficulty in adapting to the situation.

–2 A difficult situation that I would like to avoid.

Number	Type of Situation	Circle the rating describing your feelings about each situation.
1	**PERFORMING A VARIETY OF DUTIES WHICH MAY OFTEN CHANGE.** In situations of this type there are a number of job tasks. These tasks may involve different tools or materials, or various problems and processes. The work may be satisfying because of the opportunity to change duties as well as the type of activity such as physical, mental, standing, sitting, or walking. Difficulties may involve indecision in determining what to do next or concern with changing responsibilities.	+2 +1 0 –1 –2
2	**REPEATING ACTIVITIES OR TASKS OF SHORT DURATION ACCORDING TO A REQUIRED PROCEDURE OR SEQUENCE.** People who work in these situations do the same tasks over and over again. They usually cannot change the tasks, or the order in which they do them. The work assignments are usually clear and consistent and may take little mental attention.	+2 +1 0 –1 –2
3	**DOING THINGS ONLY UNDER SPECIFIC INSTRUCTIONS, ALLOWING LITTLE OR NO ROOM FOR INDEPENDENT ACTION OR JUDGMENT IN WORKING OUT JOB PROBLEMS.** Workers in these situations follow detailed directions. They do not choose the procedures, tools, or techniques to use in performing their tasks, nor do they make decisions about job-related problems.	+2 +1 0 –1 –2
4	**DIRECTING, CONTROLLING, AND PLANNING AN ENTIRE ACTIVITY OR ACTIVITIES OR OTHERS.** People who work in these situations are responsible for planning and completing their own work. They may also plan, direct, or control the work of others. In addition to providing leadership, there are also opportunities for organizing or directing ideas or things.	+2 +1 0 –1 –2
5	**DEALING WITH PEOPLE IN ACTUAL JOB DUTIES BEYOND GIVING AND RECEIVING INSTRUCTIONS.** In this situation, a major job responsibility is dealing with people. Workers must interact or socialize with other people at a level higher than giving or taking directions.	+2 +1 0 –1 –2
6	**WORKING ALONE AND AWAY FROM OTHER WORKERS, ALTHOUGH THE WORK MAY BE RELATED TO WORK OTHER PEOPLE ARE DOING.** Workers in this situation do their tasks alone. They are responsible for solving job problems without the direct help of others. Although they work alone, their tasks may be related to the work of others.	+2 +1 0 –1 –2

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7 **INFLUENCING PEOPLE'S OPINIONS, ATTITUDES, OR JUDGMENTS ABOUT IDEAS OR THINGS.** +2 +1 0 −1 −2

This situation involves trying to change the thinking or behavior of other people. Workers understand and communicate with others, though not always directly. They may try to influence others' feelings toward a person or a product. They may try to influence others by giving them new information or ideas.

8 **WORKING WELL UNDER PRESSURE WHEN FACED WITH CRITICAL OR UNEXPECTED SITUATIONS OR WHEN TAKING NECESSARY RISKS.** +2 +1 0 −1 −2

These situations may involve danger to the worker or to others. Workers are responsible for maintaining self-control and taking decisive action in risky situations. They may be faced with unexpected events, which may result in physical harm or other serious damage.

9 **RATING INFORMATION BY USING PERSONAL JUDGMENT.** +2 +1 0 −1 −2

These situations involve making decisions based upon personal judgment although other information may be used. Tasks of this type may involve aesthetic values or past experience. Workers must rely on their own judgment because there is no absolute standard, or right answer, for many of the problems they face.

0 **RATING INFORMATION USING STANDARDS THAT CAN BE MEASURED OR CHECKED.** +2 +1 0 −1 −2

Workers in these situations make decisions based upon standards that can be closely checked. Their tasks have fairly predictable outcomes. Although they measure and check information against objective standards, in some instances they may also use personal judgment.

X **INTERPRETING FEELINGS, IDEAS, OR FACTS FROM A PERSONAL POINT OF VIEW.** +2 +1 0 −1 −2

These situations involve some kind of communication such as art or music. Workers express personal aesthetic or philosophic ideas. Some workers focus on a process by which they can communicate, such as singing or acting. Others focus on a product, such as a song, a play, or a painting.

Y **WORKING WITHIN PRECISE LIMITS OR STANDARDS OF ACCURACY.** +2 +1 0 −1 −2

Workers pay strict attention to details because any change from the prescribed standards may lower the quality of the work. The quality of the products or services provided are directly related to the ability of the workers in meeting the precise details.

Now that you have marked your feelings about each type of situation, rank order the four situations in which you have the most positive feelings and the four situations in which you have the most negative feelings. Mark the appropriate statement number in the boxes below. Refer to your checklist responses as you make your choices.

☐ 1st Most Positive ☐ 2nd ☐ 3rd ☐ 4th

☐ 9th ☐ 10th ☐ 11th ☐ 12th Most Negative

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SECTION SEVEN

APTITUDE SELF-ASSESSMENT EXERCISE

NEED: To make student experience site assignments and career plans, based on students' own assessments of their aptitudes (the ability to learn). This is one of four methods of accessing experience sites through student self-assessment.

RATIONALE: A crucial aspect of making career decisions (and selecting experience sites) is the students' aptitudes. This exercise helps students identify and document the degree of their probable/possible ability to learn skills, knowledges, and understandings within eleven categories (manual dexterity, verbal aptitude, etc.). This will be of enormous value to the students, both in selecting experience sites and in making realistic career areas which they had not considered, but for which they may possibly have an "ideal" blend of aptitudes. On the other hand, the exercise may suggest that students reconsider very carefully their preferences for careers which are superficially appealing, but for which they appear possible unsuited in terms of their aptitudes. In either case, students should be aware that the accuracy of these self-assessments can be fully determined only by testing them against real-world, on-site experiences.

The outcomes of the Aptitudes Self-Assessment Exercise are to be entered on the Worker Trait Group Matrix.

Activity

1. Explain orally to another person the procedures for completing the Aptitude Self-Assessment Record which contains eleven items.

2. Review the two examples of aptitudes (G-General Learning Ability and V-Verbal) and rate yourself on these two aptitudes.

NOTE: Page numbers indicated in the following information refer to pages in the actual manuals and are not a part of this exercise.

The following information is from the Student Program Guide, Appalachia Educational Laboratory, Charleston, West Virginia, June, 1976.

Table 1 – DOT Aptitudes

G – **General Learning Ability:** Ability to understand instructions and underlying principles, to reason and make judgments. Closely related to doing well in school.

V – **Verbal:** Ability to understand meanings of words and ideas, and to use them effectively, to present information or ideas clearly.

N – **Numerical:** Ability to perform arithmetic operations quickly and accurately.

S – **Spatial:** Ability to look at flat drawings or pictures and to visualize (picture in one's mind) how they would look as three dimensional objects with height, width, and depth.

P – **Form Perception:** Ability to see detail in objects or drawings and to see slight differences in shapes or shadings.

Q – **Clerical Perception:** Ability to see details and recognize errors in numbers, spelling, and punctuation in written materials, charts, or tables, and to avoid copying errors when working arithmetic problems.

K – **Motor Coordination:** Ability to coordinate the eyes and hands or fingers rapidly and accurately to perform a task.

F – **Finger Dexterity:** Ability to move the fingers and work with small objects rapidly and accurately.

M – **Manual Dexerity:** Ability to move the hands easily and skillfully, to work with the hands in placing and turning motions.

E – **Eye-Hand-Foot Coordination:** Ability to coordinate the movement of the hands and feet in response to visual signals or observations.

C – **Color Discrimination:** Ability to recognize likenesses or differences in colors or shades, to identify or match specific colors, and to select color combinations which go well together.

Table 2 – DOT Aptitude Levels

The numbers (1-5) indicate the different levels or amounts of an aptitude that a person might possess or that a job might require for satisfactory performance. The level is expressed in terms of the amount possessed by adults in general.

Level 1 – The top ten percent of the population – an *extremely high* degree of aptitude.

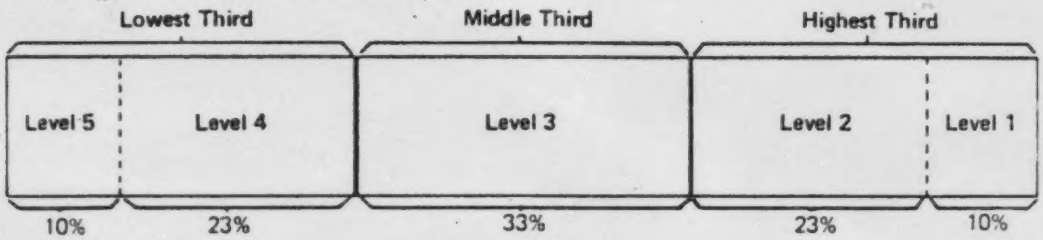
Level 2 – The highest third of the population, not including the highest ten percent – an above average or *high* degree of the aptitude.

Level 3 – The middle third of the population – an *average* or medium degree of the aptitude.

Level 4 – The lowest third of the population, not including the lowest ten percent – a below average or *low* degree of the aptitude.

Level 5 – The lowest ten percent of the population – an *extremely low* degree of the aptitude.

The levels can be illustrated as follows:



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General Instructions For Estimating Your Aptitudes

In the following section, each of the eleven aptitudes is described. Examples are included of occupations which require different levels of the aptitude. Clues are given to help you estimate how to rate yourself on each of the aptitudes. Record your estimates on the APTITUDE SELF-ESTIMATE RECORD. This will provide you with a record for use when comparing your estimated aptitudes with the requirements of Worker Trait Groups and occupations you are exploring.

You can change the estimates you have made of your aptitudes at any time that you discover additional facts about your capabilities, such as new grades you receive, new experiences you have, or scores you get on aptitude tests.

Use the following instructions to rate yourself on each of the eleven aptitudes:

1. **Definition and Explanation.** Read these and ask questions if you do not understand them.

2. **Illustration.** Think about the sample occupations that are listed for each level of the aptitude. Keep the following things in mind.

   a. The level indicates the degree of difficulty, not the amount of time that an aptitude is needed on a job. For example: a surgeon needs an extremely high level of finger dexterity (Level 1) but s/he uses it only when s/he is performing surgery which may be only a few hours a day; a telephone operator may be using his/her fingers almost constantly while at work but at a much lower level of accuracy (Level 3).

   b. Occupations which are listed to illustrate a particular aptitude and level almost always require other aptitudes as well.

3. **Your Self-Estimate.** In order to help you rate yourself on each aptitude, the levels are defined and a list of clues is given. These clues are only examples, so try to think of other things you do which require this aptitude. Follow the instructions on the Aptitude Self-Estimate Record.

As you complete each aptitude estimate, record the level you estimated on page 147.

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Aptitude Self-Estimate Record

In the space after each aptitude, place an X in the column which indicates the level at which you rate yourself in comparison with other people your age. Place the X in the box which represents your highest self estimate even though some items in lower level illustrations describe characteristics you possess. If you cannot decide between two levels, or if you think that you can do better than your past achievements indicate, you may want to place an X in the two adjacent boxes. The more accurate you can be in your self-estimate, the more this record will help you in your career planning

This form is to be completed for one aptitude at a time as you study each aptitude description in the student booklet.

Record your aptitude estimates from pages 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, and 169.

APTITUDES	How I Compare Myself With All Others My Age				
	LOWEST THIRD		MIDDLE THIRD	HIGHEST THIRD	
	10%	23%	33%	23%	10%
	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
General Learning Ability: G					
Verbal Aptitude: V					
Numerical Aptitude: N					
Spatial Aptitude: S					
Form Perception: P					
Clerical Perception: Q					
Motor Coordination: K					
Finger Dexterity: F					
Manual Dexterity: M					
Eye Hand Foot Coordination: E					
Color Discrimination: C					

After you have finished recording all aptitude estimates on the form, copy those estimates onto page 20 of the Student Program Guide.

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Aptitude G: General Learning Ability

Definition

General Learning Ability is the ability to understand instructions and underlying principles; the ability to reason and make judgments.

Explanation

General Learning Ability is closely related to the ability to do well in school. This aptitude is important to jobs in 105 of the 114 Worker Trait Groups. No other aptitude is related to as many Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different *levels* of General Learning Ability:

Level 1: *Extremely high* (top ten percent of population: Architect, Electrical Engineer, Surgeon, News Analyst.

Level 2: *High* (top third of population, not including top ten percent): News Photographer, Professional Sports Scout, Loan Counselor, Secretary.

Level 3: *Average* (middle third of population): Taxidermist, Hotel Clerk, Vari-Typist, Machinist.

Level 4: *Below average* (lowest third of population, not including lowest ten percent): Mail Sorter, School Crossing Guard, Messenger, Usher.

Level 5: *Extremely low* (lowest ten percent of population): No Worker Trait Groups require General Learning Ability at this level.

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Directions: circle the level you estimate your aptitude to be, and then record that estimate on page 147.

Your Self-Estimate

Clues related to each level of Aptitude G, General Learning Ability:

Level 1: "I rate myself in the top ten percent of people my age."

- My grades in basic subjects (English, math, social studies, science) are mostly A's.
- I can solve difficult problems in mathematics or science.
- I have received a "Superior" rating in a science fair.
- I have won awards in writing or speaking contests.
- I have tutored other students in their schoolwork.

Level 2: "I rate myself in the top third but not the top ten percent of people my age."

- My grades in basic subjects (English, math, social studies, science) are mostly B's.
- I have built complex working models which require reading blueprints or detailed diagrams.
- I have received an "Excellent" rating in a science fair.
- I regularly do voluntary reading of books and magazines.
- I have no trouble using the card file to locate materials in the school or community library.

Level 3: "I rate myself about average, or in the middle third of people my age."

- My grades in basic subjects (English, math, social studies, science) are mostly C's.
- I can do things that require problem solving, such as:
  - Using an exposure meter to take good pictures
  - Selecting the proper tools or equipment to do a job
- I can follow written or verbal instructions for tasks such as:
  - Organizing materials for filing alphabetically or by some other method
  - Taking care of a person who is ill or is recovering from an accident or operation
  - Assembling a bicycle or other equipment which has been purchased unassembled
  - Knitting, crocheting, weaving, or similar activity
  - Selling tickets or merchandise and keeping the necessary records

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- My grades in basic subjects (English, math, social studies, science) are mostly D's.
- I am best at activities which do not require much advance planning or complex figuring, such as:
  - Operating simple machinery
  - Driving a car, truck, or tractor
  - Working with my hands

Level 5: "I rate myself in the lowest ten percent of people my age."

- I have trouble with most high school subjects that require reading and figuring

(Note: If you are able to understand the directions and can work this exercise, you should rate yourself at Level 4 *or above.*)

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Aptitude V: Verbal Aptitude

Definition

Verbal Aptitude is the ability to understand the meanings of words and ideas, and to use them effectively.

Explanation

Verbal Aptitude includes the ability to understand the relationships between words, to understand the meanings of whole sentences and paragraphs, and to present information and ideas clearly. This aptitude is important to 74 of the 114 Worker Trait Groups.

Illustration

Examples of occupations in Worker Trait Groups which require different *levels* of Verbal Aptitude:

Level 1: *Extremely high* (top ten percent of population): Newspaper Editor, Lawyer, Judge, Surgeon.

Level 2: *High* (top third of population, not including top ten percent): School Nurse, Dramatic Coach, Disk Jockey, Loan Counselor.

Level 3: *Average* (middle third of population): Head Waiter, Hunting and Fishing Guide, Linotype Operator, File Clerk.

Level 4: *Below average* (lowest third of population, not including lowest ten percent): Delivery Clerk, Meter Reader, Wild Animal Trainer, Sales Clerk.

Level 5: *Extremely low* (lowest ten percent of population): No Worker Trait Groups require Verbal Aptitude at this level.

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Directions: circle the level you estimate your aptitude to be, and then record that estimate on page 147.

Your Self-Estimate

Clues related to each level of Aptitude V, Verbal Aptitude:

Level 1: "I rate myself in the top ten percent of people my age."

- –My grades in English, social studies, and foreign language are mostly A's.
- –I have won awards in writing, public speaking, or debating.
- –My grades on book reports, themes, term papers and oral reports are mostly A's.
- –I have written articles for the school paper or for other publications.
- –I often win at word games such as scrabble or password.
- –I am good at solving crossword puzzles, anagrams, and other word problems.

Level 2: "I rate myself in the top third but not the top ten percent of people my age."

- –My grades in English, social studies, and foreign language are mostly B's.
- –My grades on book reports, themes, term papers and oral reports are mostly B's.
- –I seldom make grammatical errors in written work and notice them when others make them in writing or speaking.
- –I have no trouble understanding the textbooks I read in English and social studies.
- –I am better than average (pretty good) at word games and word puzzles.

Level 3: "I rate myself about average, or in the middle third of people my age."

- –My grades in English, social studies, and foreign language are mostly C's.
- –My grades on book reports, themes, term papers, and oral reports are mostly C's.
- –I know spelling, grammer, and punctuation well enough to notice and correct obvious mistakes.
- –I am average at word games and word puzzles.
- –I can follow printed instructions for hobbies such as making jewelry, assembling models, or knitting or sewing.

Level 4: "I rate myself in the bottom third but not as low as the bottom ten percent of people my age."

- –My grades in English and social studies are mostly D's.
- –I have difficulty writing book reports or themes, or giving oral reports.
- –I sometimes have difficulty following instructions for hobbies such as assembling models, making jewelry, or knitting or sewing.
- –I can usually follow recipes for cooking or baking.
- –I find word problems and word puzzles difficult and seldom try them.

Level 5: "I rate myself in the lowest ten percent of people my age."

- –I have trouble with most high school subjects that require much reading or writing.

(Note: If you can work this exercise, you should rate yourself at level 4 *or above*.)

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(Page 42 has been deleted)

SECTION EIGHT

GUIDELINES FOR USING THE EXPERIENCE SITE SELECTION FORM

The Experience Site Selection Form is the key document in documenting and referencing student choices of experience sites, job titles, resource persons, and Worker Trait Groups. It is to be updated periodically, as students revise their career and site preferences. In helping the student complete this form, the LC should bear the following in mind:

A. The student will encounter this form during Orientation.

B. It is important that the student and LC indicate the self-assessment factors used in making the choices reflected on the form. This will be invaluable both for program modification and for counseling purposes. For example, a student may have made initial choices based primarily on the School Subjects vs Occupations Chart, but may find the specific site experiences less attractive than what was expected. The LC, by referencing this aspect of the form, could immediately initiate a discussion of whether or not the student would benefit from assessing his/her interests or aptitudes in order to make selections which were more appropriate to the total individual. A quick way of recalling which self-assessment tools were used in making the selection is crucial to the LC in being able to clearly counsel the student and/or identify points at which the student's program should or might be modified.

C. Some students will have difficulty selecting three job titles and sites for each of the three Worker Trait Groups. A prime reason for selecting three is to increase the chances that the student can be placed within that Worker Trait Group (since many students will be requesting many of the same sites). The LC should not force a student to select three, since such selection means the student is willing to and interested in being placed on each site selected.

Activity

1. Review the Experience Site Selection Form and be able to explain its contents to another person.

NOTE: The following information is from the Student Program Guide, Appalachia Educational Laboratory, Charleston, West Virginia, June, 1976.

EXPERIENCE SITE SELECTION FORM

Student: _____ Learning Coordinator: _____

Assessments Used In Selection: (check one or more)

_____ School Subjects vs Occupations
_____ Work Activities Checklist
_____ Work Situations Checklist
_____ Aptitudes Self-Ratings
_____ Other (e.g., "personal preference"). Please specify:

_____

_____

The following summarizes the Worker Trait Groups and experience site activities the student chooses to explore within EBCE. Three Worker Trait Groups, with a maximum of three job titles and experience sites within each of the three, are to be identified.

Worker Trait Group #____.
WTG Title: _____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group #____.
WTG Title: _____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Worker Trait Group #____.
WTG Title: _____

	Job Title	Resource Person	Experience Site
(1)			
(2)			
(3)			

Mutual Statement

The EBCE staff will provide you with the assistance and guidance necessary for you to gain the most from your experience site assignments.

_____
(Signature of Learning Coordinator)

_____
(Date)

I will do my best to achieve my career goals at each experience site assignment.

_____
(Signature of Student)

_____
(Date)

SECTION NINE

LIST OF EXPERIENCE SITE PLACEMENT OPPORTUNITIES

NEED: To provide students and Learning Coordinators (LC) with a short, complete, and informative summary of all experience site placement opportunities available to the student in EBCE.

RATIONALE: A major effort is made during Orientation to help each student decide which Worker Trait Groups are most relevant and appealing, for both career and academic purposes. Any Worker Trait Group, however, contains many different jobs. And the EBCE program will have only a finite number of sites, jobs, and Resource Persons available. The need which this document addresses is to have a way for students and LCs to quickly translate the specific Worker Trait Groups they have chosen into specific on-site learning opportunities. This document does that by allowing each student to quickly review the job titles, sites, resource persons, etc. which are available to them within their selected WTGs. Once this is done, and once they have selected specific sites and RPs, actual placement and learning activity specification can quickly begin.

Separate Site Availability Sheets are compiled for each of the 114 Worker Trait Groups. As the sample on the following page shows, the information provided about each job title is fairly self-explanatory.

The "Union Contact" (and telephone number) columns should alert the LC to the fact that student placement within this job title will require union approval and/or coordination (e.g., a carpenter's apprentice).

The LC should be aware that job titles can, in varying degrees, fall under more than one WTG. For example, "Pharmacist" is primarily WTG #75 (materials analysis and related work); however, it is strongly related to WTG #90 (medical, veterinarian, and related work). Within AEL/EBCE such jobs will be listed under all strongly-related WTGs on the List of Experience Site Placement Opportunities.

Actitity

1. Explain the relationship between the job titles on the Site Availability Sheet and the Work Trait Group Description.

NOTE: The following information is from the Student Program Guide, Appalachia Educational Laboratory, Charleston, West Virginia, June, 1976.

SITE AVAILABILITY SHEET

90
WTG

Worker Trait Group Description: Medical, Veterinary and Related Services

Medical services are those tasks which require the use of medical science in treating or preventing human ailments. Veterinary services are those tasks which require the use of medical science in treating animals.

Job Title	Contact Person	Telephone	Experience Site	Resource Person	Union Contact	Telephone
Oral Surgeon	Dr. Anderson	343-2317	T. L.Anderson Oral Surgeon	Dr. Anderson		
Audiologist	Alan Hudson	763-2174 Ext. 12	Memorial Hospital	Andrea Simmons		
Radiologist	"	"	"	Victor Mills		
Kidney Dialysist	"	"	"	Kirk Haight		
Electro-diagnosis	"	"	"	Barbara Rollen		
Physical Therapy	"	"	"	Adrian Ramsey		
Nursing	"	"	"	TBA		
Pharmacist	"		"	Grant Waldroup		
Laboratory Technician	"		"	Alice Givens		
Pediatrics	"	763-2174 Ext. 12	"	TBA		
"	"	"	"	"		
Ambulatory Head Nurse	"		"	Nancy Holden		
Emergency Room Head Nurse	"		"	Dorothy Woods		
Pharmacist	Hal Andrews	348-8195	City South Pharmacy	Hal Andrews		
Veterinarian	Gordon Johnson	925-9235	Johnson's Animal Hosp.	Dr. Johnson		
Veterinary Assistant	"	"	"	TBA		

SECTION TEN

STUDENT ACTIVITY SHEETS

Activity

The student Activity Sheet is a primary document in the AEL/EBCE Program. Enclosed are suggestions for developing the Student Activity Sheets. Three examples are included to illustrate the activities students are engaged in to satisfy the objective.

The primary advantage of this Student Activity Sheet is that it is simple to use. It identified: WHAT the student is required to do (objectives); HOW the objective is to be achieved (activities); and WHERE the activities will be accomplished (site information).

1. Prepare a Student Activity Sheet which includes: a) one primary student objective, b) five student activities to accomplish the objective, and c) two locations or sites where the activities might be accomplished.

Creating Specific Learning Activities (Student Information)

Once you have chosen your Interest Areas for a nine-week period, you and your LC will begin to create a series of short-term activities around them. The major tool for this will be an Activity Sheet. You and your LC will use these Activity Sheets to translate your general choices into specific objectives, activities, products, timetables, and credit ranges. These Activity Sheets will identify exactly what you will be doing, and will be the basis for measuring your progress. A Sample Activity Sheet is provided on page 52. You and your LC will go over Activity Sheets in great detail as you begin to create specific learning experiences. The Sample, and the brief description below, are provided just to give you a general idea of how all the previous steps lead toward specific academic learning activities that are uniquely suited to your needs and interests. Some general information about Activity Sheets:

Information Available. When you and your LC sit down to create an Activity Sheet, you both have a lot of information to use in deciding what you are going to do. You have found: your courses and credits. Your Interest Areas and Sub-Concepts, your basic skills needs (if any), and your career self-ratings, Worker Trait Group choices, and experience site placements. As a result, all of this information helps in creating realistic, interesting, and valuable learning activities.

Duration and Number. Usually you will be working on several Activity Sheets at the same time (perhaps only a couple, or as many as one for each of your courses). Generally, Activity Sheets will specify things you can do in a short time: a couple of days, a week, or 2-3 weeks.

This depends heavily on the nature of the activity. You and your LC will jointly agree on the time limits, and completing the Activity Sheets on time will be an important part of grading them.

Decision-Making. You and your LC will jointly agree on the contents of an Activity Sheet. You will have a major voice in the decisions, but your LC will have responsibility for assuring that you are growing in meaningful ways.

Contents of Activity Sheets. As the Sample on page 52 shows, the Activity Sheet will include all of the information needed to pinpoint, and then measure, your learning activity. It includes: planned and actual start and stop dates (the top left); the Interest Areas related to the activity (across the top); information on the experience site where some of the learning takes place (across the top); a detailed learning objective, taken from the main Interest Area (top middle); a description of the main Interest Area; a detailed list of activities and products (middle); evaluation codes and places for both you and your LC to evaluate your achievements (right, middle), and space for evaluation comments at the bottom. The five levels of "Code" on the top right, and in the column in the middle, refer to an Inquiry Process which your LC will explain to you.

Creating Activity Sheets. Translating your course and career decisions, and your basic skills needs, into specific activities is a very creative event. There are no hard-and-fast rules for how to do it. It is primarily a matter of discussion and creative thinking between you and your LC.

You will become very familiar with Activity Sheets before you leave EBCE, for they will be the end-product of most of the planning, deciding, and self-rating that you do in this Guide. You will discover that the Activity Sheets are a very structured way to plan, record, and evaluate a very unstructured thing: answering the question "There is a whole community, filled with learning possibilities. Here I am, with things I want and need to learn. How do I make it happen for me?"

TIPS AND SUGGESTIONS FOR DEVELOPING STUDENT ACTIVITY SHEETS

With four years of experiential learning behind them, EBCE staff have established the categories and tips displayed on this chart for learning coordinators to use when developing student activity sheets.

1. TO MEET INDIVIDUAL STUDENT NEEDS

a. consider student's interest,
b. consider student's readiness,
c. consider student's rate of learning,
d. consider student's repertorire of learning or study habits.

2. WHEN PREPARING TO WRITE AN ACTIVITY SHEET:

a. By checking the Student Program Guide, review the concepts and objectives the student is pursuing.
b. Check the Cross Reference Catalog for general suggestions regarding activities a student might pursue.
c. Review resources. Be sure to peruse the Experience Site Learning Guide for the student's current placement in order to determine possible activities relating to the student's stated objective.
d. Consider the steps of the inquiry model when determining specific kinds of activities that might be pursued to meet the objective.
e. Produce overall outline for what the project might entail, including outcomes/products. The outline could be either written or verbal depending on complexity of project and shared LC and student understandings regarding the activities.

3. RESOURCES FOR DEVELOPING ACTIVITY SHEETS:

a. tapes
b. pamphlets
c. manuals
d. books
e. television
f. movies
g. models
h. filmstrips
i. EBCE prepared materials
j. charts
k. graphs
l. people
m. newspapers
n. magazines
o. films
p. situations

4. WHEN WRITING STUDENT OBJECTIVES:
Use verbs which are open to few interpretations:

a. to write
b. to recite
c. to identify
d. to differentiate
e. to solve
f. to construct
g. to list
h. to compose
i. to contrast

5. WHEN ACTUALLY WRITING ACTIVITIES:
Use directive (declarative) sentences which specify:

a. any interim product(s)
b. overall product(s)
c. how product(s) is to be evaluated
d. sequence of steps to be followed
e. necessary interaction with LC
f. necessary interaction with RP
g. the number and types of resources to be used
h. subject areas and sub-concepts being emphasized.

6. PRODUCTS STUDENTS COULD PRODUCE FOR ACTIVITIES:

WRITTEN	VERBAL	AV
a. reports	a. discussions	a. slides
b. notes	b. lead group meeting	b. models
c. logs	c. address groups	c. charts
d. papers	d. conduct or participate in seminars	d. graphs
e. paragraphs		e. pictures
f. essays		f. posters
g. charts		g. tapes
h. graphs		h. video tape
		i. mock up

7. WHEN EVALUATING STUDENT'S INQUIRY SKILLS, consider:

Inquiry Step	The Student's ability to:
I. Stating the objective or problem	a. Identify a specific objective or outcome. b. Formulate a problem or objective statement.
II. Gathering Data	c. Identify appropriate sources. d. Utilize sources. e. Determine relevance of sources. f. Assess validity of sources.
III. Analyzing Data	g. Determine ways to organize data. h. Organize data. i. Evaluate how relevant data is to objective or problem.
IV. Generalizing or Inferring	j. Understand or comprehend meaning of data. k. Determine trends or draw conclusions. l. Make decisions based on data.
V. Communicating	m. Clearly communicate conclusions or results. n. Produce specified product.

8. WHEN EVALUATING THE FINAL PRODUCT, consider:

a. Completeness of data
b. Clarity of organization/ presentation
c. Thoughtfulness of conclusions
d. Convincingness of conclusions
e. Accuracy of information
f. Application of logic
g. Appropriateness of data
h. Application of principles
i. Creativity
j. Extent of detail
k. Use of resources
l. Correctness of answers
m. Scope/complexity
n. Neatness
o. Clarity & organization
p. Sentence structure
q. Grammar
r. Punctuation
s. Paragraph development
t. Word usage

(SAMPLE ACTIVITY SHEET)

Student	Areas	NS	MA	SS	CE	E/C	Other	Other	SAS No.
Learning Coordinator	Sub-Concepts			3.5.0	1.2.0	1.4.0			Code
Experience Site	Points								1. Define Problem 2. Gather Data 3. Analyze Data 4. Generalize 5. Communicate
Start ____ Estimated Stop									
Actual Stop	Site Information:								
Actual number of days to complete Activity Sheet	A site with administrators and union workmen, e.g., an industry.								

Objective:
The student will be able to list, explain, and compare both factually and in terms of his own interests the characteristics, advantages and disadvantages of membership in specified professional and union groups.

Evaluation Code
5. Excellent
4. Commendable
3. Satisfactory
2. Improving
1. Needs to Improve

Sub-Concept Description

The Work Place

Activities	Code	L.C.	Stu.
1. Discuss the general nature and characteristics of union and professional groups with your RP.	2		
2. Have your RP arrange for you to interview at least two members of a union and a professional group who are employed at your site (you can include your RP as one of them, if appropriate).	2		
3. Prior to your interviews, prepare a list of questions you wish to ask concerning unions and professional groups, and have your RP and your LC review the list. Include questions which give you information on: a. Which group(s) the person belongs to; b. State the purpose of the group; c. What advantages the person sees in membership; d. What disadvantages the person sees in membership; e. Who is eligible for membership, and why; f. How one joins this group; g. What on-going membership/participation requires; h. How membership affects the person's career; and, i. What general influence the group has, and on whom.	3		
4. Following the interviews, compare the responses (keep good notes!), and identify as many basic differences and similarities between union and professional groups as possible. List and explain these.	4		
5. List reasons why you do or don't see a strong possibility that you will join a union or professional group later on. Why or why not? If you think you may join, what kind of group and what do you expect to like and dislike about joining?	3		
6. Submit a written report to your LC, including your list of questions, your interview notes, and your comparisons and conclusions. Evaluation will be based on: scope, clarity, and completeness of questions; completeness of interview notes; thoughtfulness and clarity of analysis and conclusions; and grammatical correctness and neatness of report.	5		

Evaluation Comments:

Distribution: White -Student/Yellow - Learning Coordinator

Revised 7/18/75

(SAMPLE ACTIVITY SHEET)

Student	Areas	NS	MA	SS	CE	E/C	Other	Other	SAS No.
Learning Coordinator	Sub-Concepts		4.3.0	2.1.0		1.4.0			Code
Experience Site	Points								1. Define Problem 2. Gather Data 3. Analyze Data 4. Generalize 5. Communicate
Start ____ Estimated Stop									
Actual Stop	Site Information: Hospital or medical laboratory								
Actual number of days to complete Activity Sheet									

Objective:
The student will be able to make and defend "cost-effectiveness" decisions concerning the purchase of medical equipment through application of basic mathematical, data-collection, and analytical procedures.

Evaluation Code
5. Excellent
4. Commendable
3. Satisfactory
2. Improving
1. Needs to Improve

Sub-Concept Description
Aptitude, Abilities

Activities	Code	L.C.	Stu.
1. Discuss the basic uses of the Hycel 17 with your RP; list the tests it can make, and describe generally the purpose of each test.	2,3		
2. For one test, list the outcome data and describe what it tells you about the patient. Describe also how this test is conducted manually.	3		
3. Using your RP and his contacts, calculate the costs (salary, materials, equipment, etc.) of doing one complete set of tests manually.	2,4		
4. Similarly, calculate the costs of doing one complete set of tests with the Hycel 17.	4		
5. Calculate the comparative costs of complete sets of tests, manually and with the Hycel 17, for 10 patients, 100 patients, 1,000 patients, and 10,000 patients per year.	4		
6. Using this comparative data, figure out the "break even" point for buying/leasing a Hycel 17 (e.g. the point where there are enough tests per year to make the Hycel as cheap as manual testing). Roughly, how many tests per year does your site make?	4		
7. Determine if the Hycel 17 is less, more, or as accurate as manual tests. Is it quicker, slower, or the same as manual tests in giving results?	4		
8. Consider that, if you were a patient, how important - relatively - would speed, accuracy, and cost be to you for these tests? If you were a hospital administrator, would your priorities change? Describe how and why.	4		
9. List several of the pros and cons and make a determination as to whether the Hycel 17 is a worthwhile investment at your site. Explain your priorities, your calculations, and justify your conclusions. Have your RP review them.	3		
10. Submit a report to your LC, including your data, your calculations, your priorities, your logic, and your conclusions. Evaluation will be on: completeness and accuracy of data and calculations; thoughtfulness and logic of analysis; clarity of arguments; and grammatical correctness and neatness.	5		

Evaluation Comments:

Distribution White -Student/Yellow - Learning Coordinator

Revised 7/18/75

 (SAMPLE ACTIVITY SHEET)

Student _____
Learning Coordinator _____
Experience Site _____
Start ____ Estimated Stop ____
Actual Stop _____
Actual number of days to complete Activity Sheet _____

Areas	NS	MA	SS	CE	E/C	Other	Other
Sub-Concepts				1.1.1			
Points							

SAS No.

Code
1. Define Problem
2. Gather Data
3. Analyze Data
4. Generalize
5. Communicate

Site Information:

TV, Radio Station or Newspaper

Objective: The student will be able to identify, discuss, and effectively apply the basic principles used in writing and presenting news items which are appropriate for radio, television, and newspaper delivery.

Evaluation Code
5. Excellent
4. Commendable
3. Satisfactory
2. Improving
1. Needs to Improve

Sub-Concept Description

Personal Aspects of the Work Place

Activities	Code	L.C.	Stu.
1. Tape a news item as reported at your site on (a) radio, and (b) TV. Transcribe (write down) both reports.	2		
2. Obtain accounts of the same news item from two local newspapers.	2		
3. Compare the 4 written versions. What structural differences do you find between newspaper and radio/TV versions (length, detail, sentence structure, vocabulary, organization, etc.)? Would you rather read the radio/TV or the newspaper accounts? Why?	3,4		
4. Read all four written versions into a tape recorder. Listen carefully. Would you rather listen to the radio/TV or the newspaper version? Why?	3,4		
5. Listen to your two taped radio/TV versions, and the two you originally taped on site. What differences do you find (pronunciation, speed, enunciation, etc.)? Why do you think they are different? Which ones would you prefer to listen to?	3,4		
6. Discuss your activities and conclusions with your RP. Discuss, and write down, the major "ground rules" for writing and delivering a news item for radio, TV, and newspaper audiences.	3,5		
7. Take another item from a newspaper, and rewrite it for radio and TV reports. Tape both the radio and TV versions (keep taping and rewriting until you're satisfied). Have your RP listen to them, and write down his/her comments and critique.	2,3 4,5		
8. Submit a report to your LC, including: Your transcripts, newspaper items, and tapes; your RP's critique; your list of "ground rules", and your analyses. Evaluation will be on: neatness of typing; clarity and quality of final tapes (no "uhs"!); completeness and thoughtfulness of analysis; RP critique; effective application of ground rules in your final tapes; and correct sentence structure and paragraph development in your final scripts.	5		

Evaluation Comments:

Distribution: White Student/Yellow Learning Coordinator

Revised 7/18/75

SECTION ELEVEN

SELECTING LEARNING OBJECTIVES

Activity

1. Explain in writing the relationship between the EBCE courses and EBCE concepts.

NOTE: Page numbers indicated in the following information refer to pages in the actual manuals and are not a part of this exercise.

Step 4: Selecting and Recording Specific Learning Objectives and Interest Areas

Your next step is to decide what each of your EBCE courses is going to mean to you. You do that with the help of the Course and Interest Area Matrix on pages 56-57. This Matrix is where the curricular structure discussed in Part IIA (pages 63-69) comes together with the EBCE courses you chose in Part IIC (pages 77-86). If you have forgotten what you read about EBCE's curricular structure in Part IIA, you should go back and re-read that section now, before getting into the Matrix.

The Course and Interest Area Matrix compares all of EBCE's Interest Areas with EBCE's courses. One side of each double page lists the 28 EBCE courses. Another side lists all of the EBCE 18 major Concepts, 85 Sub-Concepts, and 500 general objectives, beginning with Career Education and ending with Mathematics. The marks in the little boxes show where there is probably a link between an Interest Area (or Sub-Concept) and an EBCE course. That is, the marks suggest that you and your Learning Coordinator (LC) can probably create specific learning activities that tie the Interest Area to your chosen course. It would probably be useful for you to discuss the Matrix with your LC before you make your choices.

The purpose of this step is to help you pick at least four Interest Areas, within at least two different Sub-Concepts, for each of your EBCE courses. These choices will identify the precise things you will focus on for about a nine-week period. You will have many opportunities at later stages to make other choices, but these will be your starting point.

The following is an example of one page of the course and Interest Area Matrix.

In carrying out Step 4, you should go through the following general activities:

1. First, place a checkmark beside each of the courses you have chosen for the first semester. Do this on each double page of the Matrix.

2. Second, draw a line all the way across the page in the columns with your course names. Do this for each course you have chosen, and do it on each page of the Matrix. This will take some time and care, but do it carefully because it is the key to building your courses.

3. Third, place a straight-edge underneath the first Sub-Concept (CE 1.1.0: Personal Aspects of Work), so that it cuts across all 28 of the course columns. If there is a hatched square in any of the boxes you have drawn a line through, this indicates that this Sub-Concept relates to that course.

4. Remember that your goal is to select at least four Interest Areas, within at least two Sub-Concepts, for each of your courses. Ask yourself if this Sub-Concept is one you might want to study for the course it is matched against. If you might be interested in it, circle the hatched square. If not, leave it blank.

5. Move your straight-edge down a space, to the first Interest Area (CE 1.1.1). If there is a black line in one of the boxes you have run a pencil through, this indicates that this Interest Area relates to one of your courses. Circle the black line if you might be interested in studying that Interest Area as part of the course it is matched to, or leave it blank if you are not.

6. You should continue down through all of the Sub-Concepts and Interest Areas, doing the same thing. This will again take a lot of time, but it will help you identify a few possible "themes" out of all the possible choices, and you will not be able to make any final choices until you have done that.

7. You will quickly notice that some of the Sub-Concepts and Interest Areas will match with more than one of your selected courses. You can circle one of the matches, or all of them, depending on how you feel about it. In fact, if you ultimately choose some themes that match several of your courses, you and your LC may be able to creat a series of learning activities that integrate many of your needs and interests.

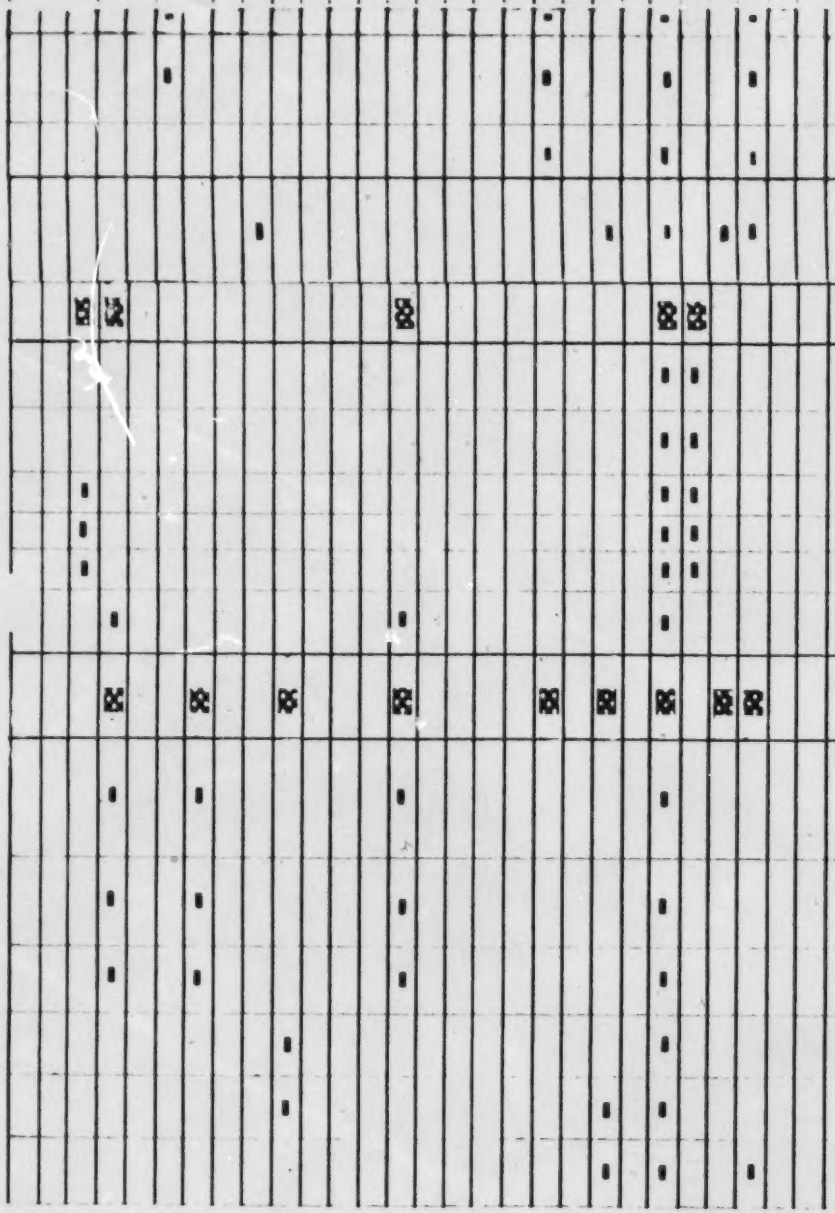
8. After you have selected your possible matches, you have to choose the Sub-Concepts and Interest Areas you want to study for each course during a nine-week period. Just look at the circles you have drawn for each course, and pick out at least 4 Interest Areas (within at least two Sub-Concepts). In making your choices, remember your basic skills needs -- try to make choices that let you work on those. Otherwise, how you choose is up to you.

9. Discuss your choices with your LC, and finalize them. You have now pin-pointed what you will focus on for about a nine-week period.

10. Finally, record your choices on your EBCE Student Program Outline (page 68 or 69). You do this beside each of your chosen EBCE courses, in the column entitled "initial Listing". Find the numbers beside the Interest Areas you have chosen (CE 1.2.1, SS 3.2.5, etc), and write all four of them in the "Initial Listing" column beside each course. Then you and your LC should sign your Outline.

This fourth Step is going to take some time, but it is the key to creating a set of academic learning experiences that are uniquely suited to what you wnat and need. After Step 4, you move into creating and carrying out specific learning projects, which is the final part of this Section of your Guide.

EBCE Courses / Concepts	Algebra	American Ethnic Groups	American Institutions	Basic Economics	Business English	Career Planning	Chemistry	Consumer Education	Family Relationships	Fundamental Mathematics	Geography & Ecology	Geometry	Health	Home Management	Human Behavior	Leadership	Life Sciences	Literature	Modern Technology	Physical Science	Physics	Philosophy	Political Science	Sociology & Anthropology	Social Psychology	Standard English	Transportation Management	Trigonometry
CE 1.0.0: CAREER AWARENESS																												
CE 1.1.0: Personal Aspects of Work: relates to the personality patterns of an individual in relation to job-role requirements that a certain work situation requires.						■				■					■							■			■			
CE 1.1.1: How do you assess your interest in relation to a specific work situation?						■									■							■			■			
CE 1.1.2: How do you assess the intrinsic and extrinsic rewards of work situations?						■				■					■							■			■			
CE 1.1.3: How do you assess your temperaments in relation to a specific work situation?						■									■													
CE 1.1.4: How do you assess your aptitudes in relation to a specific work situation?						■													■						■			
CE 1.2.0: The Work Place: refers to those behaviors, attitudes, physical environment, and other factors that go together to make up an employer site.			■			■				■			■		■	■			■			■		■	■			
CE 1.2.1: What behaviors and attitudes are expected of successful employees by the employer and by the worker peer group?						■									■	■									■			
CE 1.2.2: How does the employer site and work situation affect the behavior and attitudes expected of a successful employee by the employer, the worker group, and him/herself?						■									■										■			
CE 1.2.3: What is work alienation and what are some ways to identify it?						■									■				■						■			
CE 1.2.4: What are the safety precautions, [illegible] pertinent rules, and/or regulations and/or general physical conditions under which work must be performed in a work situation?						■							■															
CE 1.2.5: What are some techniques that can be used [illegible]																												



regarding labor laws and taxation?

CE 1.2.7: What is the relationship of the "State" to work in terms of worker benefits, such as Workmen's Compensation, Social Security, etc.?

CE 1.2.8: What are some of the advantages and disadvantages of membership in professional and union groups?

CE 1.2.9: How are businesses organized to meet their purpose(s).

CE 2.0.0: CAREER PLANNING AND DECISION MAKING

CE 2.1.0: Locating Work: refers to effective techniques that can be used for finding work and securing job placement.

CE 2.1.1: What are some common sources of information on job openings?

CE 2.1.2: What are some common sources of information on job requirements?

CE 2.1.3: How do you fill out an application form?

CE 2.1.4: How do you prepare a personal data sheet?

CE 2.1.5: How do you write a letter of application?

CE 2.1.6: What is appropriate behavior before, during, and after a job interview?

CE 2.2.0: Job Mobility and Security: refers to horizontal and vertical movement from one job to another and the related consideration and security involved.

CE 2.2.1: What type of behavior usually brings satisfying horizontal movement (from one job or position to another of similar pay) and job advancement within an employer site?

CE 2.2.2: What type of behavior usually brings satisfying job advancement and horizontal movement when moving from one job site to another?

CE 2.2.3: What types of behavior are usually associated with job security?

CE 2.2.4: What is the role of education and training in career development?

CE 2.2.5: What training or education is appropriate for planning a career in my interest area?

CE 2.2.6: Where can appropriate training or education for a specified job be obtained?

SECTION TWELVE

STUDENT CAREER GUIDE

The Student Career Guide used in the AEL/EBCE model contains a great deal of useful information. Section Four pertains to "The World of Work." This Section contains the following seven activities:

Activity I:	Type of Business
Activity II:	Do I prefer Ideas, People, or Things?
Activity III:	Physical Conditions at the Workplace
Activity IV:	Do I Feel Comfortable with the People?
Activity V:	Finding Work
Activity VI:	Adapting to Work Situations
Activity VII:	Physical Demands
Activity VIII:	Training and Education
Activity IX:	What Future Does This Field Have?
Activity X:	Work Benefits
Activity XI:	Finding Out About Labor Unions.
Activity XII:	Exploring Your Ideas About Sex Roles

Enclosed are the student materials for Activity IV, VI, VIII, and XII.

Activity

1. Read the following student materials and identify how you would incorporate these materials into a high school course.

ACTIVITY IV: DO I FEEL COMFORTABLE WITH THE PEOPLE?

The attitudes of the people you work with are important ingredients in any job. The feelings they have toward their jobs, their company, and their co-workers will have a strong influence on how comfortable you feel in that work situation. If the employees are enthusiastic and take pride in their work, and you like their attitudes, you most likely will be satisfied with your particular work situation. However, if your co-workers are unhappy with their jobs or feel that their work is unimportant, you may feel uncomfortable in that situation. On the other hand, you may be a very adaptable person and be able to get along well in either situation.

The following activity will help you examine the human aspect of the work environment and determine how much it affects you. As you look at people's attitudes in a work situation, you must be careful not to confuse the job title with that specific work situation. For example, suppose you are placed in a work situation where you are exploring the job title of Elementary Teacher, and your RP is dissatisfied with some aspects of his/her job. As you determine why that RP feels displeased, you should keep in mind that what you are discussing is only how the RP sees that particular work situation. You are not discussing the job title Elementary Teacher in general. Just because one worker is not happy with some aspect of his/her working environment does not mean every other worker with the same job title will also be dissatisfied.

Exercise 1: In Figure 1, the statements on the left reflect different levels of the workers' attitudes. First, list the title of your current job placement in the column labeled "Site/Job Title." In the column below the job title, check the box "Agree" if you agree that the statement is true for your current work situation. Check the box "Disagree" if the statement is not true for your current work situation; or check "?" if you cannot decide how you feel about that statement.

FIGURE 1

Different Levels of Workers' Attitudes

		Site/Job Title 1	2	3	4	5
1. Most of the employees seem to get along well with each other.	Agree					
	?					
	Disagree					
2. Most of the employees seem to be just "doing a job" and are not very enthusiastic about their work.	Agree					
	?					
	Disagree					
3. Most of the employees like working at this particular site.	Agree					
	?					
	Disagree					
4. Most employees seem truly happy with their jobs.	Agree					
	?					
	Disagree					
5. Most employees seem to take pride in what they are doing.	Agree					
	?					
	Disagree					
6. Most of the company supervisors seem friendly and helpful to their staff workers.	Agree					
	?					
	Disagree					
7. The supervisors seem to be truly concerned about the workers.	Agree					
	?					
	Disagree					
8. Most employees seem to help each other when a co-worker falls behind or gets in a tight spot.	Agree					
	?					
	Disagree					
9. The employees rarely complain about their jobs.	Agree					
	?					
	Disagree					

(continued on next page)

ACTIVITY VI: ADAPTING TO WORK SITUATIONS

All jobs have some requirements. When you consider whether or not you want to take a certain job, it is important to ask yourself two questions:

- Could I adjust my style to meet this job's requirements?
- Am I willing to change my style for this job?

For example, suppose you have long hair and the place you would like to work requires either that you cut your hair or wear a hair net. First, you would have to decide whether or not you could change your hair style (probably so), and second, whether or not you would be willing to change your hair to get the job. On the other hand, you might decide that the job was not worth it so you would look for work in a place where you would be allowed to wear your hair your own way. The final decision is yours, but the processes you used to arrive at that decision will have involved -- and to some extent will have defined -- your "adaptive skills."

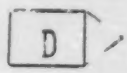
How much will you have to change for a particular job? That depends on several things:

- what your job requirements are;
- how closely your style fits the style required by the work situation;
- whether or not you would be willing to adjust your style to suit the job.

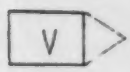
The chart on page 131 will help you look at some of the different kinds of requirements most work situations have and how you would have to adapt or change your style to work in that job. You should also get a clearer idea of how willing you personally are to make such changes.

Note: *Figure 1 is to be used for both Exercises 1 and 2.*

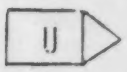
Exercise 1: How adaptive are you? To find out, do this exercise only once. Before you look at the job requirements at different sites, you need to think about your own style. In Figure 1, you should look at the list of work requirements in the left hand column. Then mark the column labeled "Your General Preferences" with either a "D" (Defined), "V" (Varied), or "U" (Undefined), depending on how you feel about that particular requirement. Use these definitions:



Defined: you are told specifically what to do



Varied: sometimes you are told, sometimes not



Undefined: things are left for you to decide most of the time

Once you have completed Exercise 1, you are ready to move to Exercises 2 and 3. Do these exercises at each site placement (up to 5) at which you choose to look at your adaptive skills.

FIGURE 1

Work Requirements	Your General Preferences (Mark D, V, or U)	Site/Job Title: Personnel, Inc. / Receptionist	1	2	3	4	5
Punctuality or time							
1. Starting time for work		D					
2. When to take lunch		D					
3. Quitting time		V					
4. When to take coffee breaks or other breaks during the day		U					
5. How long to take for lunch		D					
6. When to take vacation time		V					

(continued on next page)

FIGURE 1 (cont'd)

Work Requirements	Your General Preferences (Mark D, V, or U)	Site/Job Title: Personnel, Inc./ Receptionist	1	2	3	4	5
Dress							
7. Type of clothing worn to work (uniforms, etc.)		U					
8. Way of wearing hair		U					
9. Wearing beard, mustache, sideburns		U					
10. Wearing of modern style or "new" style of clothes		V					

Exercise 2: Now that you have determined what you would prefer for the work requirements of a job, it is time to determine actual requirements at your site placement. By observing and by asking your RP questions, find out what the work requirements are. Then record your findings on Figure 1 by putting the code letter in the column (under the correct job title) which best describes the restrictions at the RP's site. Use these definitions:

D — Defined: RP is always told a certain way

V — Varied: RP is sometimes told, sometimes not

U — Undefined: things are left for the RP to decide most of the time

Notice that the job of Receptionist at Personnel, Inc. is given as an example.

Exercise 3: Can I change, and do I want to? To find out, you will now compare your preferences with the actual requirements of your specific sites from Figure 1. You should come to a few conclusions about your ability or willingness to change in order to fit the requirements of each job.

First, let us go back to the example of the Receptionist job, and see how this person answered the questions asked in this exercise.

Name of Site: Personnel, Inc. Job Title I am Currently Exploring: Receptionist

1. First, by examining your responses in Figure 1, check one of the following three statements which best describes your findings at this site:

   ___ I found this work situation suitable to my style and preferences for work requirements.

   ✓ I was unable to determine if this work situation was suitable to my style and preferences for work requirements.

   ___ I found this work situation unsuitable to my style and preferences for work requirements.

2. You now need to determine how adaptive you are. To do this, complete the two statements below. After doing that, move to Exercise 4.

   One or more adaptive skills from the list of work requirements that I would be willing to try to change in myself in order to meet work requirements at this site, and how and why I would be willing to change are:

Skills	How and Why I Would Change
1. Type of clothing worn.	I would be willing to "dress up" for this job.
2.	
3.	

   One or more adaptive skills from the list of work requirements that I would be unwilling to try to change in myself in order to meet work requirements at this site and reasons why I am unwilling to change are:

Skills	Why I Would Not Change
1. Quitting time for work	I don't like to work late, and sometimes I'd be expected to do this.
2.	
3.	

Category B: Agility and Coordination

For this category, write in the letter from the following code which best describes how frequently you have to perform each physical activity.

M — Most of the time

O — Often

S — Sometimes

N — Never

FIGURE 2

Factors	Site/Job Title 1	2	3	4	5
Climbing					
Balancing					
Stooping					
Kneeling					
Crouching					
Crawling					

ACTIVITY VIII: TRAINING AND EDUCATION

To find a job and keep it, you must be able to perform the duties of that job with some degree of competence. How do you learn to perform tasks? One way is through training. When you receive training for a particular job, you learn those special skills necessary for performing that job.

There are two types of training. One type is necessary before applying for a job. Barbers, TV repairmen, and welders, for example, often must complete training programs before actually beginning their practice. The second type is on-the-job training for the employees. For instance, telephone operators, restaurant managers, and salesmen may receive their training by actually practicing their jobs under controlled conditions. Some jobs, however, may combine both previous training and on-the-job training. For example, ministers, company executives, and commercial pilots ordinarily receive both formal training and on-the-job training.

Another way of learning to perform these tasks for some jobs is through education. Education is the formal schooling (high school diploma, Bachelor's degree, Master's degree, Doctorate) required by some jobs.

In preparing yourself for occupations, it is important that you consider the amount of training and/or education which an occupation requires before you can get into it.

Exercise 1: This exercise will help you gather information on the training and/or education requirements of the occupations you are exploring. You can do the activity for up to 5 site placements. Just fill in the answers to the questions below:

Experience Site 1: _____

Name of Resource Person: _____

Fill in the blanks below which relate to the general education requirements of your RP's occupation -- the occupation you are exploring.

1. Education level required to perform your RP's job (for example, high school diploma, associate degree, bachelor's, master's or doctorate):

   _____

2. Five school courses necessary for this occupation:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____

3. Closest school or college where you could take these courses: _____

   _____

Fill in the blanks below which relate to specialized preparation requirements of your RP's occupation -- the occupation you are exploring.

4. Specialized preparation required for your RP's occupation: _____

   _____

5. Three best places to get this specialized preparation:

   1. _____ 3. _____

   2. _____

6. Apprenticeship or on-the-job training (OJT) available at this site:

   _____

   _____

   _____

THE POTENTIAL IMPACT OF STEREOTYPING ON YOU AND YOUR JOB

Exercise 4: In the introduction to this activity, you read that your ideas about how boys and girls should behave have been forming since birth. By now, as a high school student, you probably have some pretty definite opinions about what is acceptable behavior for boys and girls: for example, you may feel that boys shouldn't cry at sad movies, but it's okay if girls do.

The following situation describes how some of these feelings and opinions can cause personal conflicts when you are faced with a situation that may go against what you have learned as acceptable behavior. The example which follows deals with a career situation and the conflicts caused by learned sex roles. As you read the example and answer the questions at the end, try to keep in mind the kinds of things that Fred and the other people in the situation have been taught and what is causing Fred to be mixed up about what he should do.

Read the situation described below, and write your response in the space indicated.

1. Fred has been an EBCE student for about a year. He is a senior preparing to graduate, and he also is in the process of choosing a college and trying to select a major. During his EBCE year, Fred has taken all of the exercises which led to selecting Worker Trait Groups of interest, and has consistently picked Worker Trait Groups #45 (Kindergarten, Elementary School, and related Education), #46 (High School, College, University and related Education) and #32 (Guidance and Counseling) as his favorite occupations. He has had placements in all three areas and, of all his sites, has liked the one where he worked with kindergarten children the best. In fact, Fred liked working with the kindergarten children so well that he extended his placement at that school three times.

   However, Fred also realizes that if he decides to major in elementary education and then becomes a kindergarten teacher, he will have to face several problems. First, because most elementary schools are organized as kindergarten through sixth grade, and because most elementary teachers are women, Fred might feel out of place because he is a male. Further, some of Fred's friends have teased him about liking "woman's work and babies," because he likes working with young children. Fred's parents, especially his dad, have also questioned him about whether or not he really wants a job which is usually held by a woman.

On the other hand, Fred's RP, a woman kindergarten teacher, has encouraged Fred by telling him, "You show real talent for working with young children. They respond to you beautifully, and for a man, it's a good way to move into elementary administration and become a principal." However, Fred really wants to work with children, and becoming a principal would mean that he would no longer be in the classroom. So while Fred feels good about his RP's praise and encouragement, he is somewhat uncertain about what pressures he might face in moving into a principal's job if he were to decide to become a kindergarten teacher.

Also, Fred has had placements relating to teaching and counseling at junior and senior high school levels which he has liked, but not as much as he liked working with the kindergarten children. But, because there are more men working in the area of high school teaching and guidance and counseling, Fred knows that if he were to major in secondary education or guidance and counseling, he would not have to worry about the pressures of being the only male in the school.

QUESTION: What would you do if you were Fred, and why? Write your answer in the space below, and then talk about it with your LC, your RP, your parents, a fellow classmate, or another person of your choice. Be sure to include how you think Fred should respond to the people who have both criticized and encouraged him about becoming a kindergarten teacher.

Exercise 5: Television is probably the most influential media source in the world today. Television programming, ranging from weather, news and sports, to comedies and movies, is viewed daily by millions of people around the world. Because it is so widely viewed, television has the power to both consciously and unconsciously affect people's thoughts. The exercise which follows is designed to let you assess how television programs portray sex roles. Some night when you are watching television, use this exercise to keep a record of the number of men and women shown in each of the following situations:

Television Role	Number of men/women in that role
1. Emcee in a variety or quiz show	___men ___women
2. Lead role in a situation comedy show	___men ___women
3. Lead role in a detective show	___men ___women
4. Lead reporter in a news program	___men ___women
5. Character in show portraying a salesperson	___men ___women
6. Character in show portraying a waiter/waitress	___men ___women
7. Character in show portraying a teacher	___men ___women
8. Character in show portraying a secretary	___men ___women
9. Character in show portraying a business executive	___men ___women
10. Character in show portraying a lawyer	___men ___women
11. Person in commercial selling detergents	___men ___women
12. Person in commercial selling cars	___men ___women
13. Person in commercial selling real estate	___men ___women
14. Person in commercial selling medicines	___men ___women
15. Person in commercial doing house cleaning	___men ___women

Next, take a look at the number of men and women in the television roles and compare them with some "real life" statistics on the next page.

Are the figures alike or not alike? How close does television come to portraying sex roles as they currently are? Did you notice any times when there

appeared to be an attempt to counteract sex-role stereotypes in the television programs? Write down your thoughts about these questions in this space:

_____

_____

_____

SOME REAL LIFE FACTS ABOUT AMERICA'S LABOR FORCE

Listed below are some U. S. Department of Labor statistics regarding the percentage of women holding different types of jobs in the United States. While they are presented just for your information, you may want to use them to try a little game with a friend, your parents, your RP, etc. The game is very simple. Name the occupations below and ask your friend to guess the percentage of women holding jobs in that field. Then compare the answer with the actual statistics -- there might be a few surprises!

Occupation	% Women	% Men
All occupations	38	62
Craft occupations	3	97
Field of non-retail sales	15	85
Area of management	17	83
Operative jobs (mechanical manipulation)	30	70
Professional workers	40	60
Service workers	57	43
Area of retail sales	61	39
Clerical workers	76	24
Private household workers	97	3
Scientists	9	91
Physicians	7	93
Lawyers	3	97
Engineers	1	99
Federal Judges	1	99

ADDITIONAL EXERCISES EXPLORING SEX-ROLES

If looking at sex-role expectations and sex-role stereotyping interests you, here are some further exercises you can do!

1. Interview a person in a non-traditional role. You could ask such questions as:

   - Why did you choose this career?
   - Are there special requirements for this job?
   - Are there any special experiences you have had in your job that you might not have had in a traditional job?
   - What would you recommend to someone who wants to work in a non-traditional job?

2. Write a sex-role autobiography. You could write about your growing up and the things people said or did, the experiences you had, the books you read, etc., that influenced your ideas about how you should behave and what you should believe as a man or a woman.

3. Write a description of your idea of the ideal woman and the ideal man and then discuss with a person or persons of your choice what values your ideal people reflect.

4. Look at the Sunday comics. Are the characters in the comics sex-role stereotyped? In what way are they sex-role stereotyped? Draw a comic strip that illustrates your ideas of how a man and a woman should behave.

5. Walk through the downtown area and look at store advertisements and displays. What are they telling you about sex roles by their displays?

6. Go to the children's library and locate three picture books you feel are sex-role stereotyped and three picture books you feel are not sex-role stereotyped.

7. If you were married and had two children, aged three and six, how would you arrange your family life? What household tasks would you do, and which would you ask your spouse to do?

8. There are people in your state/city/school who are responsible for enforcing anti-sex discrimination laws. Find out who they are and interview them about the kinds of cases they handle and the processes they go through.

9. Using brush or pen, design a mural of a downtown work scene where there is no sex-role stereotyping.

10. From magazine ads, locate and cut out a picture of a man dressed in a suit and a picture of an attractive woman in standard dress (that is, no swimming suit, halter top, etc.). Tape the two pictures to a piece of paper and print this question under their pictures: "Which of these two would you buy a car from?" Show the pictures to people of your choice, and get their answers to the question and their reasons for answering as they did.

MORE INFORMATION ABOUT THIS TOPIC

Here is a brief list of laws and resources which deal with the subjects of job discrimination and sex-role stereotyping. Your local library and other public institutions can provide you with even more information, should you desire it.

MAJOR FEDERAL LAWS AND REGULATIONS ABOUT DISCRIMINATION

The Fair Labor Standards Act of 1938 as Amended by the Equal Pay Act of 1963

The Fair Labor Standards Act establishes minimum wage, overtime pay, equal pay, record-keeping and child labor standards. The Equal Pay Act Amendment prohibits discrimination in salaries on the basis of sex. This Act is enforced by the Wage and Hour Division of the Department of Labor.

Title VII of the Civil Rights Act of 1964

Title VII prohibits discrimination in employment including hiring, upgrading, salaries, fringe benefits, training and other conditions of employment on the basis of race, color, religion, national origin, or sex. This law is enforced by the Equal Employment Opportunity Commission. It covers all institutions with 15 or more employees.

Title IX of the Education Amendments of 1972

Title IX prohibits discrimination against students on the basis of sex. It is enforced by the Division of Higher Education at the Department of Health, Education, and Welfare. Title IX covers all educational institutions receiving federal funds by way of a grant, loan, or contract.

RESOURCE LIST: AGENCIES

The problem of sex-role stereotyping has become a major concern in career education and employment. If you feel as though you have been discriminated against in any way, you may contact one or more of the following offices for additional information:

SECTION THIRTEEN

RELATING VALUES TO WORK

Making satisfying career choices involves many considerations. One is identifying needs and then determining which occupations and work situations will fulfill those needs. To a large extent, what you value in life will define your work needs. Therefore, by determining your values, and finding out whether those values exist in a given work situation, you will be better able to choose a career that will fulfill your needs. That is the aim of the Values Chart -- to help you recognize your values and help you explore their existence in a given occupation. As you look at different jobs, you should keep in mind these suggestions:

A. The information you gather will be your opinion. Other people may not see the situation the way you do.

B. It may be very difficult to find exactly the right type of work situation. Therefore, you should consider an outside interest or hobby as an alternate way of fulfilling your needs.

C. Your needs and interests often change as you gain more experience. You should, therefore, re-evaluate your responses from time to time.

On the last page of this activity there are twenty-four values which are to be rated by students. The forms used by students to rate seven of the values have been included in this activity. These rating forms will help you understand how students will have a clearer idea of their personal values and the importance of values in planning and developing their future career.

Each value consists of four exercises. At the beginning of the year, students would complete Exercise 1 for each value. When they are ready to explore their values further, they would complete Exercise 2 and 3. Each time they leave a community site, they would again complete Exercises 2 and 3. When students are finished exploring a value, they would do Exercise 4.

ACTIVITY

1. Complete the ratings for Exercise 1 for the following seven values:
   a. Economics Rewards
   b. Economic Security
   c. Personal Security
   d. Physical Surroundings
   e. Emotional Climate
   f. Variety
   g. Independence

2. Complete the ratings for Exercise 2 and 3. Use your present job title in responding to Exercise 2 and 3.

3. Exercise 4 for each value is a way of summarizing the activity. Select one of the seven values and design an activity sheet having three activities to find out more about this value.

1. ECONOMIC REWARDS

EXERCISE 1 - RATING THE IMPORTANCE OF VALUES

1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

HOW IMPORTANT TO YOU ARE THE FOLLOWING JOB CHARACTERISTICS? A WORK SITUATION WHICH ...	PRESENT CHOICE	UPDATE
A) allows you to earn a commission or a bonus in addition to a basic salary.		
B) provides you with free medical and dental insurance.		
C) provides you with cost-of-living salary increases.		
D) offers a good pension and retirement plan.		
E) offers paid sick leave and paid vacation.		
TOTAL		

SUMMARY STATEMENT

Economic rewards is one job characteristic to consider in your choice of careers. The total of the ratings you gave these items gives a rough estimate of how important economic rewards are in your choice of jobs.

EXERCISE 4 - SUMMARIZING THE ACTIVITY

WHEN YOU FINISH EXPLORING THIS VALUE, MEET WITH YOUR LC TO DESIGN AN ACTIVITY SHEET ABOUT THIS VALUE, OR WRITE DOWN YOUR COMMENTS ON ONE OF THESE QUESTIONS:

- WHY DO YOU NO LONGER WANT TO EXPLORE THIS VALUE?
- WHAT HAVE YOU LEARNED ABOUT YOUR VALUES GENERALLY, AND THIS ONE SPECIFICALLY?

EXERCISE 2 - RATING THE EXISTENCE OF VALUES AFTER PLACEMENT

1. NEVER EXISTS
2. RARELY EXISTS
3. SOMETIMES EXISTS
4. USUALLY EXISTS
5. ALWAYS EXISTS

	Responses From Exer. 1	Job Title 1	2	3	4	5
THIS IS A WORK SITUATION WHICH . . .						
A) allows you to earn a commission or a bonus in addition to a basic salary.						
B) provides you with free medical and dental insurance.						
C) provides you with cost-of-living salary increases.						
D) offers a good pension and retirement plan.						
E) offers paid sick leave and paid vacation.						

EXERCISE 3 - ASSESSING YOUR JOB EXPERIENCES

	Job Title 1	2	3	4	5
1. HOW CLOSELY DID THE VALUES YOU FOUND AT THE JOB SITE MATCH YOUR RATINGS IN EXERCISE 1?					
A) Not closely at all					
B) Not very closely					
C) Closely					
D) Very closely					
2. FROM THE POINT OF VIEW OF ECONOMIC REWARDS:					
A) This type of work situation would meet my needs					
B) This type of work situation would not meet my needs					
3. WHICH RESPONSE BEST REFLECTS THE ACTION YOU WOULD LIKE TO TAKE IN RELATION TO THE ABOVE VALUE?					
A) I would like to look at this value in another work situation					
B) I would not like to look at this value in another work situation					

2. ECONOMIC SECURITY

EXERCISE 1 - RATING THE IMPORTANCE OF VALUES

1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

	PRESENT CHOICE	UPDATE
HOW IMPORTANT TO YOU ARE THE FOLLOWING JOB CHARACTERISTICS? A WORK SITUATION WHICH ...		
A) assures you a job even if times get bad.		
B) is relatively free from layoffs and/or strikes.		
C) offers regular raises based on time you have worked for the company.		
D) provides you with a guaranteed income to live on after retirement.		
E) offers steady earnings, regardless of whether you are productive or unproductive.		
TOTAL		

SUMMARY STATEMENT

Economic security is one job characteristic to consider in your choice of careers. The total of the ratings you gave these items gives a rough estimate of how important economic security is in your choice of jobs.

EXERCISE 4 - SUMMARIZING THE ACTIVITY

WHEN YOU FINISH EXPLORING THIS VALUE, MEET WITH YOUR LC TO DESIGN AN ACTIVITY SHEET ABOUT THIS VALUE, OR WRITE DOWN YOUR COMMENTS ON ONE OF THESE QUESTIONS:

- WHY DO YOU NO LONGER WANT TO EXPLORE THIS VALUE?
- WHAT HAVE YOU LEARNED ABOUT YOUR VALUES GENERALLY, AND THIS ONE SPECIFICALLY?

EXERCISE 2 - RATING THE EXISTENCE OF VALUES AFTER PLACEMENT

1. NEVER EXISTS
2. RARELY EXISTS
3. SOMETIMES EXISTS
4. USUALLY EXISTS
5. ALWAYS EXISTS

THIS IS A WORK SITUATION WHICH . . .	Responses From Exer. 1	Job Title 1	2	3	4	5
A) assures you a job even if times get bad.						
B) is relatively free from layoffs and/or strikes.						
C) offers regular raises based on time you have worked for the company.						
D) provides you with a guaranteed income to live on after retirement.						
E) offers steady earnings, regardless of whether you are productive or unproductive.						

EXERCISE 3 - ASSESSING YOUR JOB EXPERIENCES

	Job Title 1	2	3	4	5
1. HOW CLOSELY DID THE VALUES YOU FOUND AT THE JOB SITE MATCH YOUR RATINGS IN EXERCISE 1?					
A) Not closely at all					
B) Not very closely					
C) Closely					
D) Very closely					
2. FROM THE POINT OF VIEW OF ECONOMIC SECURITY:					
A) This type of work situation would meet my needs					
B) This type of work situation would not meet my needs					
3. WHICH RESPONSE BEST REFLECTS THE ACTION YOU WOULD LIKE TO TAKE IN RELATION TO THE ABOVE VALUE?					
A) I would like to look at this value in another work situation					
B) I would not like to look at this value in another work situation					

3. PERSONAL SECURITY

EXERCISE 1 - RATING THE IMPORTANCE OF VALUES

1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

HOW IMPORTANT TO YOU ARE THE FOLLOWING JOB CHARACTERISTICS? A WORK SITUATION WHICH ...	PRESENT CHOICE	UPDATE
A) promises you fair treatment and planned promotions.		
B) has few physical dangers connected with it.		
C) allows you to become a part of a community.		
D) is relatively free of emotional stress and worry.		
E) protects you from exposure to public criticism.		
TOTAL		

SUMMARY STATEMENT

Personal security is one job characteristic to consider in your choice of careers. The total of the ratings you gave these items gives a rough estimate of how important personal security is in your choice of jobs.

EXERCISE 4 - SUMMARIZING THE ACTIVITY

WHEN YOU FINISH EXPLORING THIS VALUE, MEET WITH YOUR LC TO DESIGN AN ACTIVITY SHEET ABOUT THIS VALUE, OR WRITE DOWN YOUR COMMENTS ON ONE OF THESE QUESTIONS:

- WHY DO YOU NO LONGER WANT TO EXPLORE THIS VALUE?
- WHAT HAVE YOU LEARNED ABOUT YOUR VALUES GENERALLY, AND THIS ONE SPECIFICALLY?

EXERCISE 2 - RATING THE EXISTENCE OF VALUES AFTER PLACEMENT

1. NEVER EXISTS
2. RARELY EXISTS
3. SOMETIMES EXISTS
4. USUALLY EXISTS
5. ALWAYS EXISTS

THIS IS A WORK SITUATION WHICH . . .	Responses From Exer. 1	Job Title 1	2	3	4	5
A) promises you fair treatment and planned promotions.						
B) has few physical dangers connected with it						
C) allows you to become a part of a community.						
D) is relatively free of emotional stress and worry.						
E) protects you from exposure to public criticism.						

EXERCISE 3 - ASSESSING YOUR JOB EXPERIENCES

	Job Title 1	2	3	4	5
1. HOW CLOSELY DID THE VALUES YOU FOUND AT THE JOB SITE MATCH YOUR RATINGS IN EXERCISE 1?					
A) Not closely at all					
B) Not very closely					
C) Closely					
D) Very closely					
2. FROM THE POINT OF VIEW OF PERSONAL SECURITY:					
A) This type of work situation would meet my needs					
B) This type of work situation would not meet my needs					
3. WHICH RESPONSE BEST REFLECTS THE ACTION YOU WOULD LIKE TO TAKE IN RELATION TO THE ABOVE VALUE?					
A) I would like to look at this value in another work situation					
B) I would not like to look at this value in another work situation					

5. PHYSICAL SURROUNDINGS

EXERCISE 1 - RATING THE IMPORTANCE OF VALUES

1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

	PRESENT CHOICE	UPDATE
HOW IMPORTANT TO YOU ARE THE FOLLOWING JOB CHARACTERISTICS? A WORK SITUATION WHICH ...		
A) is located in very clean surroundings.		
B) is located in very quiet surroundings.		
C) is mostly located outdoors.		
D) is mostly located indoors.		
E) is located in luxurious surroundings (carpeted floors and paneled walls).		
TOTAL		

SUMMARY STATEMENT

Physical surroundings is one job characteristic to consider in your choice of careers. The total of the ratings you gave these items gives a rough estimate of how important physical surroundings are in your choice of jobs.

EXERCISE 4 - SUMMARIZING THE ACTIVITY

WHEN YOU FINISH EXPLORING THIS VALUE, MEET WITH YOUR LC TO DESIGN AN ACTIVITY SHEET ABOUT THIS VALUE, OR WRITE DOWN YOUR COMMENTS ON ONE OF THESE QUESTIONS:

- WHY DO YOU NO LONGER WANT TO EXPLORE THIS VALUE?
- WHAT HAVE YOU LEARNED ABOUT YOUR VALUES GENERALLY, AND THIS ONE SPECIFICALLY?

EXERCISE 2 - RATING THE EXISTENCE OF VALUES AFTER PLACEMENT

1. NEVER EXISTS
2. RARELY EXISTS
3. SOMETIMES EXISTS
4. USUALLY EXISTS
5. ALWAYS EXISTS

THIS IS A WORK SITUATION WHICH . . .	Responses From Exer. 1	Job Title 1	2	3	4	5
A) is located in very clean surroundings.						
B) is located in very quiet surroundings.						
C) is mostly located outdoors.						
D) is mostly located indoors.						
E) is located in luxurious surroundings (carpeted floors and paneled walls).						

EXERCISE 3 - ASSESSING YOUR JOB EXPERIENCES

	Job Title 1	2	3	4	5
1. HOW CLOSELY DID THE VALUES YOU FOUND AT THE JOB SITE MATCH YOUR RATINGS IN EXERCISE 1?					
A) Not closely at all					
B) Not very closely					
C) Closely					
D) Very closely					
2. FROM THE POINT OF VIEW OF PHYSICAL SURROUNDINGS:					
A) This type of work situation would meet my needs					
B) This type of work situation would not meet my needs					
3. WHICH RESPONSE BEST REFLECTS THE ACTION YOU WOULD LIKE TO TAKE IN RELATION TO THE ABOVE VALUE?					
A) I would like to look at this value in another work situation					
B) I would not like to look at this value in another work situation					

8. EMOTIONAL CLIMATE

EXERCISE 1 - RATING THE IMPORTANCE OF VALUES

1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

HOW IMPORTANT TO YOU ARE THE FOLLOWING JOB CHARACTERISTICS? A WORK SITUATION WHICH ...	PRESENT CHOICE	UPDATE
A) is performed with relatively little pressure or few hassles.		
B) does not involve deadlines, production quotas, and other such pressures.		
C) takes place in a warm and friendly atmosphere.		
D) has a supervisor who is considerate.		
E) is defined well enough that you know what is expected of you when you are assigned tasks.		
TOTAL		

SUMMARY STATEMENT

Emotional climate is one job characteristic to consider in your choice of careers. The total of the ratings you gave these items gives a rough estimate of how important emotional climate is in your choice of jobs.

EXERCISE 4 - SUMMARIZING THE ACTIVITY

WHEN YOU FINISH EXPLORING THIS VALUE, MEET WITH YOUR LC TO DESIGN AN ACTIVITY SHEET ABOUT THIS VALUE, OR WRITE DOWN YOUR COMMENTS ON ONE OF THESE QUESTIONS:

- WHY DO YOU NO LONGER WANT TO EXPLORE THIS VALUE?
- WHAT HAVE YOU LEARNED ABOUT YOUR VALUES GENERALLY, AND THIS ONE SPECIFICALLY?

EXERCISE 2 - RATING THE EXISTENCE OF VALUES AFTER PLACEMENT

1. NEVER EXISTS
2. RARELY EXISTS
3. SOMETIMES EXISTS
4. USUALLY EXISTS
5. ALWAYS EXISTS

	Responses From Exer. 1	Job Title 1	2	3	4	5
THIS IS A WORK SITUATION WHICH . . .						
A) is performed with relatively little pressure or few hassles.						
B) does not involve deadlines, production quotas, and other such pressures.						
C) takes place in a warm and friendly atmosphere.						
D) has a supervisor who is considerate.						
E) is defined well enough that you know what is expected of you when you are assigned tasks.						

EXERCISE 3 - ASSESSING YOUR JOB EXPERIENCES

	Job Title 1	2	3	4	5
1. HOW CLOSELY DID THE VALUES YOU FOUND AT THE JOB SITE MATCH YOUR RATINGS IN EXERCISE 1?					
A) Not closely at all					
B) Not very closely					
C) Closely					
D) Very closely					
2. FROM THE POINT OF VIEW OF EMOTIONAL CLIMATE:					
A) This type of work situation would meet my needs					
B) This type of work situation would not meet my needs					
3. WHICH RESPONSE BEST REFLECTS THE ACTION YOU WOULD LIKE TO TAKE IN RELATION TO THE ABOVE VALUE?					
A) I would like to look at this value in another work situation					
B) I would not like to look at this value in another work situation					

15. VARIETY

EXERCISE 1 - RATING THE IMPORTANCE OF VALUES

1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

HOW IMPORTANT TO YOU ARE THE FOLLOWING JOB CHARACTERISTICS? A WORK SITUATION WHICH ...	PRESENT CHOICE	UPDATE
A) involves your reporting to different supervisors.		
B) involves you in different kinds of tasks from day to day or even from hour to hour.		
C) involves out-of-town travel for business reasons.		
D) involves visiting different offices or homes during the course of the day.		
E) involves dealing with different kinds of people from day to day.		
TOTAL		

SUMMARY STATEMENT

Variety is one job characteristic to consider in your choice of careers. The total of the ratings you gave these items gives a rough estimate of how important variety is in your choice of jobs.

EXERCISE 4 - SUMMARIZING THE ACTIVITY

WHEN YOU FINISH EXPLORING THIS VALUE, MEET WITH YOUR LC TO DESIGN AN ACTIVITY SHEET ABOUT THIS VALUE, OR WRITE DOWN YOUR COMMENTS ON ONE OF THESE QUESTIONS:

- WHY DO YOU NO LONGER WANT TO EXPLORE THIS VALUE?
- WHAT HAVE YOU LEARNED ABOUT YOUR VALUES GENERALLY, AND THIS ONE SPECIFICALLY?

EXERCISE 2 - RATING THE EXISTENCE OF VALUES AFTER PLACEMENT

1. NEVER EXISTS
2. RARELY EXISTS
3. SOMETIMES EXISTS
4. USUALLY EXISTS
5. ALWAYS EXISTS

	Responses From Exer. 1	Job Title 1	2	3	4	5
THIS IS A WORK SITUATION WHICH . . .						
A) involves your reporting to different supervisors.						
B) involves you in different kinds of tasks from day to day or even from hour to hour.						
C) involves out-of-town travel for business reasons.						
D) involves visiting different offices or homes during the course of the day.						
E) involves dealing with different kinds of people from day to day.						

EXERCISE 3 - ASSESSING YOUR JOB EXPERIENCES

	Job Title 1	2	3	4	5
1. HOW CLOSELY DID THE VALUES YOU FOUND AT THE JOB SITE MATCH YOUR RATINGS IN EXERCISE 1?					
A) Not closely at all					
B) Not very closely					
C) Closely					
D) Very closely					
2. FROM THE POINT OF VIEW OF VARIETY:					
A) This type of work situation would meet my needs					
B) This type of work situation would not meet my needs					
3. WHICH RESPONSE BEST REFLECTS THE ACTION YOU WOULD LIKE TO TAKE IN RELATION TO THE ABOVE VALUE?					
A) I would like to look at this value in another work situation					
B) I would not like to look at this value in another work situation					

16. INDEPENDENCE

EXERCISE 1 - RATING THE IMPORTANCE OF VALUES

1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

	PRESENT CHOICE	UPDATE
HOW IMPORTANT TO YOU ARE THE FOLLOWING JOB CHARACTERISTICS? A WORK SITUATION WHICH ...		
A) lets you come and go as you please, as long as you finish your work.		
B) permits you to organize your work in your own way.		
C) lets you work steadily or in spurts, as long as you complete your work.		
D) trusts you to do things when left on your own.		
E) allows you to be your own boss.		
TOTAL		

SUMMARY STATEMENT

Independence is one job characteristic to consider in your choice of careers. The total of the ratings you gave these items gives a rough estimate of how important independence is in your choice of jobs.

EXERCISE 4 - SUMMARIZING THE ACTIVITY

WHEN YOU FINISH EXPLORING THIS VALUE, MEET WITH YOUR LC TO DESIGN AN ACTIVITY SHEET ABOUT THIS VALUE, OR WRITE DOWN YOUR COMMENTS ON ONE OF THESE QUESTIONS:

- WHY DO YOU NO LONGER WANT TO EXPLORE THIS VALUE?
- WHAT HAVE YOU LEARNED ABOUT YOUR VALUES GENERALLY, AND THIS ONE SPECIFICALLY?

EXERCISE 2 - RATING THE EXISTENCE OF VALUES AFTER PLACEMENT

1. NEVER EXISTS
2. RARELY EXISTS
3. SOMETIMES EXISTS
4. USUALLY EXISTS
5. ALWAYS EXISTS

Responses from Exer. 1 / Job Title	1	2	3	4	5
THIS IS A WORK SITUATION WHICH . . .					
A) lets you come and go as you please, as long as you finish your work.					
B) permits you to organize your work in your own way.					
C) lets you work steadily or in spurts, as long as you complete your work.					
D) trusts you to do things when left on your own.					
E) allows you to be your own boss.					

EXERCISE 3 - ASSESSING YOUR JOB EXPERIENCES

	Job Title 1	2	3	4	5
1. HOW CLOSELY DID THE VALUES YOU FOUND AT THE JOB SITE MATCH YOUR RATINGS IN EXERCISE 1?					
A) Not closely at all					
B) Not very closely					
C) Closely					
D) Very closely					
2. FROM THE POINT OF VIEW OF INDEPENDENCE:					
A) This type of work situation would meet my needs					
B) This type of work situation would not meet my needs					
3. WHICH RESPONSE BEST REFLECTS THE ACTION YOU WOULD LIKE TO TAKE IN RELATION TO THE ABOVE VALUE?					
A) I would like to look at this value in another work situation					
B) I would not like to look at this value in another work situation					

WRAP-UP ACTIVITY FOR EXERCISE 1

In the column labeled "Total Ratings" on the Wrap-Up Chart on the next page, record your total rating from the "Summary Statement" in Exercise 1 for each value. Do this now.

Now that you have recorded your "Total Ratings," go to the column "Ranking of Values" and rank the 6 values which you feel are most important to you. When you rank your values, consider more than just the total ratings you gave them. Other things, such as how strongly you feel about one individual statement within a value, may greatly influence your decision. Write 1 for the value most important in your choice of jobs, write 2 for the value second most important etc., up to 6.

In Figure 5 below, look at Judy's ratings for the value, "Involvement with People." The paragraph at the top of the next page explains how Judy would rank this value in her Wrap-Up Chart.

FIGURE 5

7. INVOLVEMENT WITH PEOPLE

EXERCISE 1 - RATING THE IMPORTANCE OF VALUES

1. UNACCEPTABLE
2. UNDESIRABLE
3. UNDECIDED/INDIFFERENT
4. DESIRABLE
5. NECESSARY

HOW IMPORTANT TO YOU ARE THE FOLLOWING JOB CHARACTERISTICS? A WORK SITUATION WHICH ...	PRESENT CHOICE	UPDATE
A) INVOLVES ENTERTAINING OTHERS	5	
B) INVOLVES GIVING DIRECTIONS TO OTHERS	2	
C) INVOLVES TEACHING OTHERS	3	
D) INVOLVES HELPING OTHERS	2	
E) INVOLVES PERSUADING OTHERS	2	
SUMMARY STATEMENT — TOTAL	14	

INVOLVEMENT WITH PEOPLE IS ONE JOB CHARACTERISTIC TO CONSIDER IN YOUR CHOICE OF CAREERS. THE TOTAL OF THE RATINGS YOU GAVE THESE ITEMS GIVES A ROUGH ESTIMATE OF HOW IMPORTANT INVOLVEMENT WITH PEOPLE IS IN YOUR CHOICE OF JOBS.

Judy has given low ratings to 3 of 5 work characteristic statements. However, because Judy really wants to be in the field of entertainment, she would not accept a job that does not involve entertaining others. Therefore, she rated the work characteristic statement "Involves Entertaining Others" very highly. Although the total rating (from the "Summary Statement") for this value is 14, Judy would still give the value "Involvement with People" the highest rating of 1 on her Wrap-Up Chart because of her decision that only jobs involving entertaining others would be acceptable to her.

WRAP-UP CHART

Value	Total Ratings (Summary Statements)	Update	Ranking of Values
1. Economic Rewards			
2. Economic Security			
3. Personal Security			
4. No Risk			
5. Physical Surroundings			
6. Physical Facilities			
7. Involvement with People			
8. Emotional Climate			
9. Associates/Interpersonal Relations			
10. Helping People			
11. Leadership			
12. Individual Responsibility			
13. Recognition			
14. Status or Prestige			
15. Variety			
16. Independence			
17. Advancement			
18. Achievement			
19. Creativity			
20. Intellectual Stimulation			
21. Justice			
22. Honesty			
23. Beauty			
24. Living to Capacity			

After completing this section and wrapping up your exercises in the chart above, you should now have a clearer idea of your own values and how important they are in planning and developing your future career.